# Lesson Plans

## Term 2

(Level 2)

# Lesson Plan
## (English)

**Level: 2**

**Term: 2**

**Week: 1**

| Communication | Reading | Writing | Assessment |
| --- | --- | --- | --- |
| Song of Alphabet<br>Asking and giving personal information. | ▪ Poem "one, two". | ▪ Preposition | ✓ |

| Level: 2<br>Term: 2<br>Week: 11<br>Day: 1 | Lesson Plan | Communication |
|---|---|---|

**1. Objectives:** To enable the learners to:
- recognize the correct sound of letters from A – D
- enjoy the rhythm of language

**2. Function:** pronouncing the sounds of letters properly

**3. Activity:** listening and singing of the sound alphabet from the cassette

**4. Material:** Cassette player, cassette "Fun to learn with Fairy Tale"

**5. Procedure:**

## I. Phonic Song -- (20 Mins.)

**a. Pre-Listening**

- Tell your students that they are going to listen a song of alphabet.
- Ask them to listen attentively and get ready for singing along with the cassette .

**b. Listening and Singing**

- Play the cassette up to D and the class listens silently.
- Play again and ask them to sing along with the cassette.
- Don't forget to sing along with your learners.
- Keep on repeating the cassette till your students get practice in singing themselves.

**c. Further Practice**

- After giving enough practice, ask them to sing without listening the cassette.
- Let them sing and enjoy the song as much as they require.

## II. Fun Activity -- (15 Mins.)

## Free Writing ________ (5 Mins.)

| Level: 2<br>Term: 2<br>Week: 1<br>Day: 1 | Worksheet | Communication |
|---|---|---|

## Find the word — Fun

**1. Find these words in the square given below:**

collect sing write play swim
paint skip read sew run

| S | K | I | P | A | B | C | D | E | W |
|---|---|---|---|---|---|---|---|---|---|
| F | G | R | U | N | H | I | J | E | K |
| L | M | N | O | P | Y | Q | S | R | S |
| P | T | U | U | A | W | W | X | Y | S |
| A | Z | A | L | B | C | R | D | E | W |
| I | F | P | G | H | I | I | J | K | I |
| N | L | M | N | O | P | T | Q | R | M |
| T | S | C | O | L | L | E | C | T | T |
| U | V | W | X | Y | Z | R | E | A | D |
| A | B | C | S | I | N | G | D | E | F |

**2. Now arrange the words in alphabetical order:**

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

| | | |
|---|---|---|
| **Level: 2**<br>**Term: 2**<br>**Week: 1**<br>**Day: 2** | **Lesson Plan** | **Communication** |

1. **Objectives:** The learner will be able to:
   - ask and answer about the location of objects
   - use ____ **there is /are** __ **any** in forming a question
2. **Function:** Asking and answering about the location of objects
3. **Activity:** Substitution table and drill
4. **Material:** C/Board

## 5. Procedure:

**a Presentation**

| | | | |
|---|---|---|---|
| | | **purse** | |
| **Is there** | | **flowers** | **on the table?** |
| | **any** | **pencils** | |
| **Are there** | | **books** | |
| | | **toy** | |

- Put the objectives given in the substitution table on the table.
- Draw this table on the board.
- You say a question sentence and the class repeat.
- Ask them to say the question in groups and then in pairs.
- Individual practice.

**b. Dialogue Practice.**

Now give practise in question and answer both. First, give a drill on each question and answer, using the given particular dialogue in the answer. Then call two students for Role play

**St.1. Is there any balloon here?**
**St.2. Yes, I think it is in the bag.**

**St.3. Are there any flowers here?**
**St.4. Yes, I think, they are on the table.**

Practice with each student of your class

- Write the above dialogue on the board and say it properly.
- Use correct intonation

Call two students to ask and answer. Make pairs to have further practice.

Level: 2
Term: 2
Week: 2
Day: 3

**Lesson Plan** **Reading**

1. **Objectives:** The learners will be able to:
   - Skim and scan
   - Read and understand the text and its meaning.
2. **Skill:** Reading Comprehension (Reading Silently).
3. **Topic:** "Breakfast time"
4. **Material:** Text page, (**Breakfast Time**) ,Worksheet.

## 5. Procedure:

a. **Before reading**
- Distribute the text page
- Talk about the pictures of the Text Page.
- Ask questions about the picture.(persons, clock, things on the table)
- Ask from yours students what they eat in breakfast.

b. **Fast reading**
- Ask them to look at the text and underline the food items.
- Oral feed back

c. **Worksheet**

**Task A**

**Task B**

**Task C**

**Peer checking and feedback follows each Task.**

## 6. Follow up:

Repeat "**Task C**" for H/Work.

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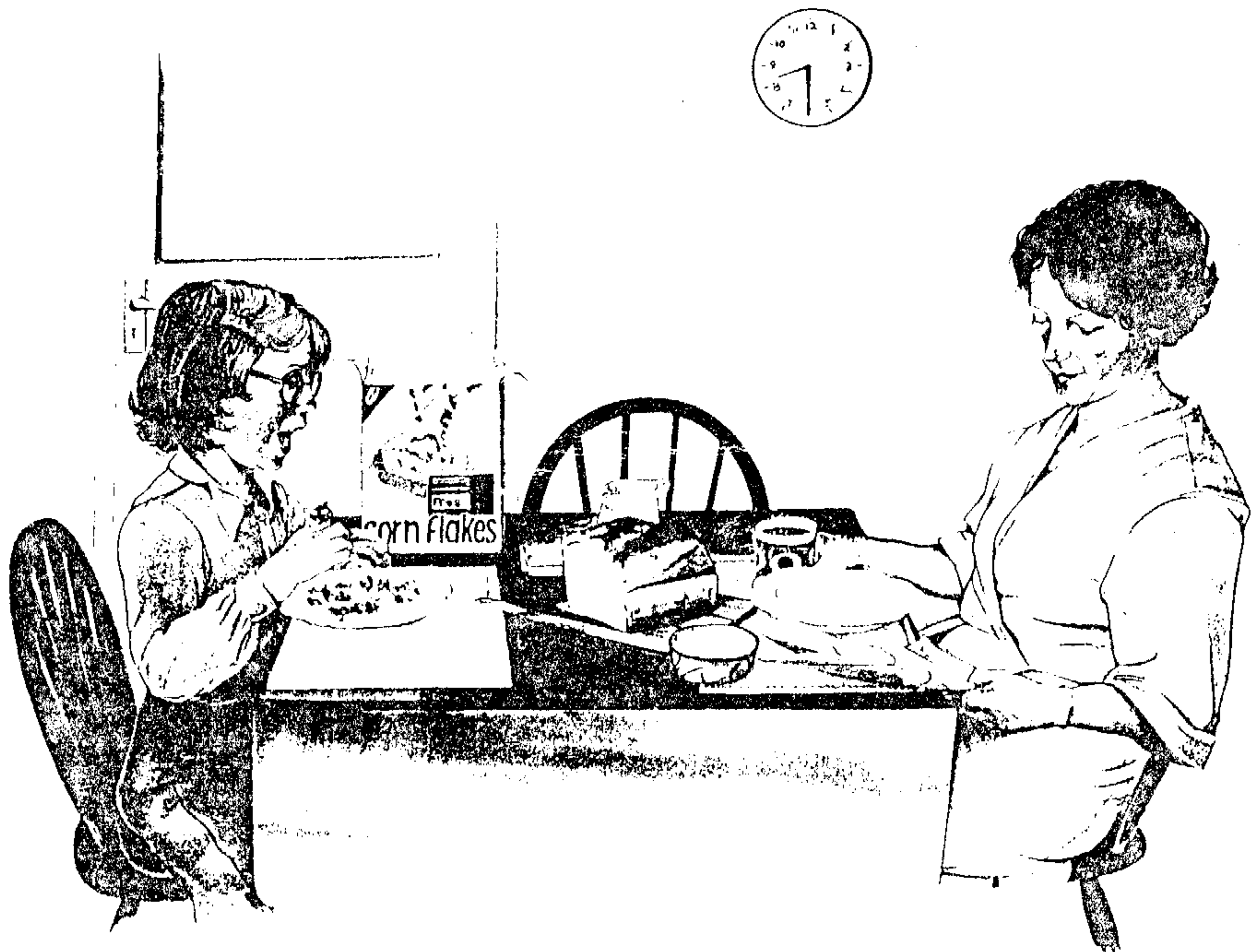
**Free Writing _______ (5 Mins.**

Level: 2
Term: 2
Week: 1
Day: 3

Text Page

# Breakfast time

It is half past eight.
Sara and Mum are in the kitchen.
Sara is eating cornflakes.
Mum is drinking tea.
"What's happened to Paul?" asks Sara.
"Late as usual," says Mum.

| Level: 2 | | |
|---|---|---|
| Term: 2 | Work sheet | Reading |
| Week: 2 | | |
| Day: 3 | | |

Task A. Mark the sentences with ✓ that are True.

1. Sara and mum are in the bathroom.
   Sara and mum are in the kitchen.

2. Sara and mum are sitting at the table.
   Sara and mum are sitting on the floor.

3. There are three chairs in the picture.
   There are two chairs in the picture.

4. Sara is holding a spoon.
   Sara is holding a knife.

5. It is half past eight in the evening.
   It is half past eight in the morning.

Task B. These sentences have got mixed up. Put the right part together by drawing a line.

| | |
|---|---|
| 1. The food is | facing each other |
| 2. Sara and mum sit | on the right |
| 3. Sara sits | on the wall |
| 4. Mum sits | on the table |
| 5. The clock is | on the left |

Task C. Write a sentence for each answer.

1. What time is it?

   ______________________________.

2. Where are Sara and mum?

   ______________________________.

3. What is Sara doing?

   ______________________________.

4. What is mum doing?

   ______________________________.

5. Who is late for breakfast?

   ______________________________.

| Level: 2<br>Term: 2<br>Week: 2<br>Day: 4 | **Lesson Plan** | **Reading** |
|---|---|---|

**1. Objectives:** The learner will be able to:
- read with correct pronunciation
- read with fluency

**2. Function:** Reading Aloud

**3. Topic :** Break fast time

**4. Material:** Text page (previous lesson), word puzzle **(spell a fruit)**

## 5. Procedure:

**a. Reading Aloud** (20 Mins)

Distribute the text page of the previous lesson "Breakfast time"
Follow the procedure as suggested

**b. Word Puzzle** (20 Mins)

- Explain the task properly as given in the work sheet.
- Ask them to work in groups. Don't tell the answers- let them do on their own
  (Answer. Apple, Pear, Orange)

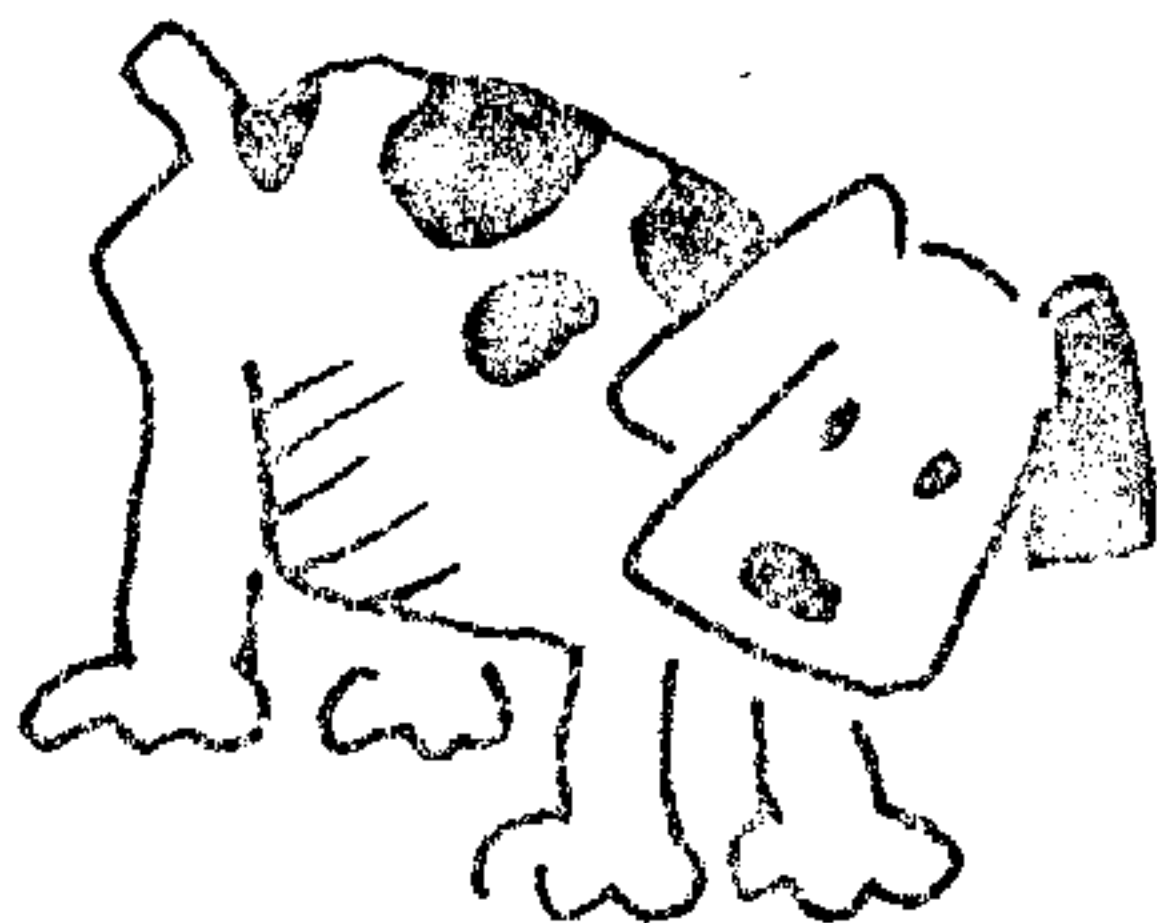
## 6. Follow Up:

Ask yours students to make a word puzzle like this on any fruit.

| Level: 2<br>Term: 2<br>Week: 2<br>Day: 4 | Worksheet | Reading |
|---|---|---|

## • Spell-a-Fruit

1. Cross out the letters in the word CATS. Unscramble the remaining letters and spell the name of a fruit.

2. Cross out the letters in the word TREES. Unscramble the remaining letters and spell the name of a fruit.

3. Cross out the letters in the word DOG. Unscramble the remaining letters and spell the name of a fruit.

| A | G | R |
|---|---|---|
| E | O | D |
| G | O | N |

| Level: 2<br>Term: 2<br>Week: 1<br>Day: 5 | **Lesson Plan** | **Writing** |
|---|---|---|

1. **Objectives:** To enable the learners to:
   read, understand and write meaningful sentences.
2. **Function:** Describing personal information
3. **Activity:** Paragraph writing **(where I live)**
4. **Material:** Pictures or charts showing "Farm" and "Park", worksheet **(where I live)**

## 5. Procedure:

### a. Pre Writing

Ask few questions about their personal information
**e.g.** Where do you live?
Where is your house?
Do you live near the park or a field or a market?

b. - Show them a chart or picture a farm and a park to clear the concept of the places
- Prepare them for writing and distribute worksheet.

**Group work**
- Divide the class into two groups. One group will write a paragraph on a **farm** and other will write on a **park**. Ask them to write the paragraph in their class work copies.

**Task 1:**
**Task 2:**

- **Peer checking and Feed back (from each group)**

## 6. Follow up:

Write a paragraph on a different topic, which you have not written in the Class.

| Level: 2<br>Term: 2<br>Week: 2<br>Day: 5 | Worksheet | Writing |
|---|---|---|

**Task I**

Read the following sentences. Choose one topic and tick the suitable words in each box according to the topic you have selected.

**"My house is near the Farm / Park"**

| | |
|---|---|
| - I live near the | **farm / park** |
| - I see the | **fields / children** |
| - I hear the | **birds singing / ducks quacking** |
| - I enjoy | **running / sliding** |
| - In the morning, I collect | **eggs / butterflies** |
| - I watch | **cows / birds** |
| - It is fun to live near | **a park / a farm** |

**Task II**

Now rewrite the paragraph with the selected words. (Each member of the pair will select one of the given choices)

| Level: 1<br>Term: 2<br>Week: 1<br>Day: 1 | **Lesson Plan** | **Communication** |
|---|---|---|

**1. Objectives:** To enable the learners to:
- recognize the correct sound of letters
- enjoy the rhythm of language

**2. Function:** pronouncing the sounds of letters

**3. Activity:** listening and singing the song of alphabet from the cassette

**4. Material:** Cassette player, cassette "Fun to learn with Fairy Tale"

**5. Procedure:**

## I. Phonic Song -- (20 Mins.)

**a. Pre-Listening**

- Tell your students that they are going to listen a song of alphabets.
- Ask them to listen attentively and get ready for singing along with the cassette .

**b. Listening and Singing**

- Play the cassette and the class listens silently.
- Play again and ask them to sing along with the cassette.
- Don't forget to sing along with your learners.
- Keep on repeating the cassette till your students get practice in singing themselves.

**c. Further Practice**

- After giving enough practice, ask them to sing without listening the cassette.
- Let them sing and enjoy the song as many times as they required.

## II. Fun Activity -- (15 Mins.)

**Free Writing _______ 5 (Mins.)**

| Level: 1<br>Term: 2<br>Week: 2<br>Day: 1 | Worksheet | Communication |
|---|---|---|

Trace and then circle the following words in the square given below:

big box bell thin tall small star sky

| X | P | O | Y | Z | T | A | I | L |
|---|---|---|---|---|---|---|---|---|
| M | B | E | L | L | H | G | F | B |
| T | A | L | M | N | X | K | M | I |
| T | B | S | I | O | S | K | Y | G |
| H | C | M | D | E | F | G | H | I |
| E | D | A | K | B | O | X | F | M |
| X | E | L | O | T | H | I | N | P |
| P | M | L | S | G | P | Q | R | S |
| O | T | X | Y | Z | S | T | A | R |

Now, write the above words in alphabetical order.

bell big

| | | |
|---|---|---|
| **Level: 2**<br>**Term: 2**<br>**Week: 1**<br>**Day: 2** | **Lesson Plan** | **Communication** |

**1. Objectives:** To enable the learners to:
- introduce each other.
- talk about personal information.

**2. Function:** Asking and giving personal information

**3. Activity:** Dialogue Practice

**4. Material:** Flash cards

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## 5. Procedure:

**a. Presentation**

Write the following dialogue on the board.

**St.1. Hello, I'm Adnan.**
**St.2. Hello, my name is Karim.**

**St.1. Where are you from, Karim?**
**St.2. Lahore. What about you?**

**St.1. I'm from Islamabad.**

**St.1**
**St.2**

**St.1**
**St.2**

**St.1**

Give them practice each line in a choral drill for a number of times.

**b. Dialogue Practice.**

Call two students and ask them to say the dialogues to each other. Practise with a number of students.

**c. Conversation Practice**

- In order to practise the conversation use flash cards. Card size should be 3" X3". Write imaginary names of people and different places on it, make only ten
- Distribute cards randomly.
- Call any two students with flash cards and ask them to say the dialogues.
- Continue this practice with the cardholders.
- After one cycle, distribute cards to the rest of the students and complete the cycle.

**Note:**

While practicing the dialogues, be careful in using contraction and rising/falling tone of speech. If feels getting difficult to your learners take the words separately and give a drill.

**e.g.** Don't say---------- **I am**
Say---------- **I' m**

| Level: 2<br>Term: 2<br>Week: 12<br>Day: 3 | **Lesson Plan** | **Reading** |
|---|---|---|

1. **Objectives:** The learners will be able to:
   - Recite the poem and enjoy rhythm of poetry.
2. **Skills:** Poem Reading
3. **Topic:** Poem: "One, Two"
4. **Material:** Poem Page **(One and Two)** with worksheet.

## 5. Procedure:

**a. Pre Reading**

- Distribute the poem page and follow the procedure.
- Follow the procedure as suggested.

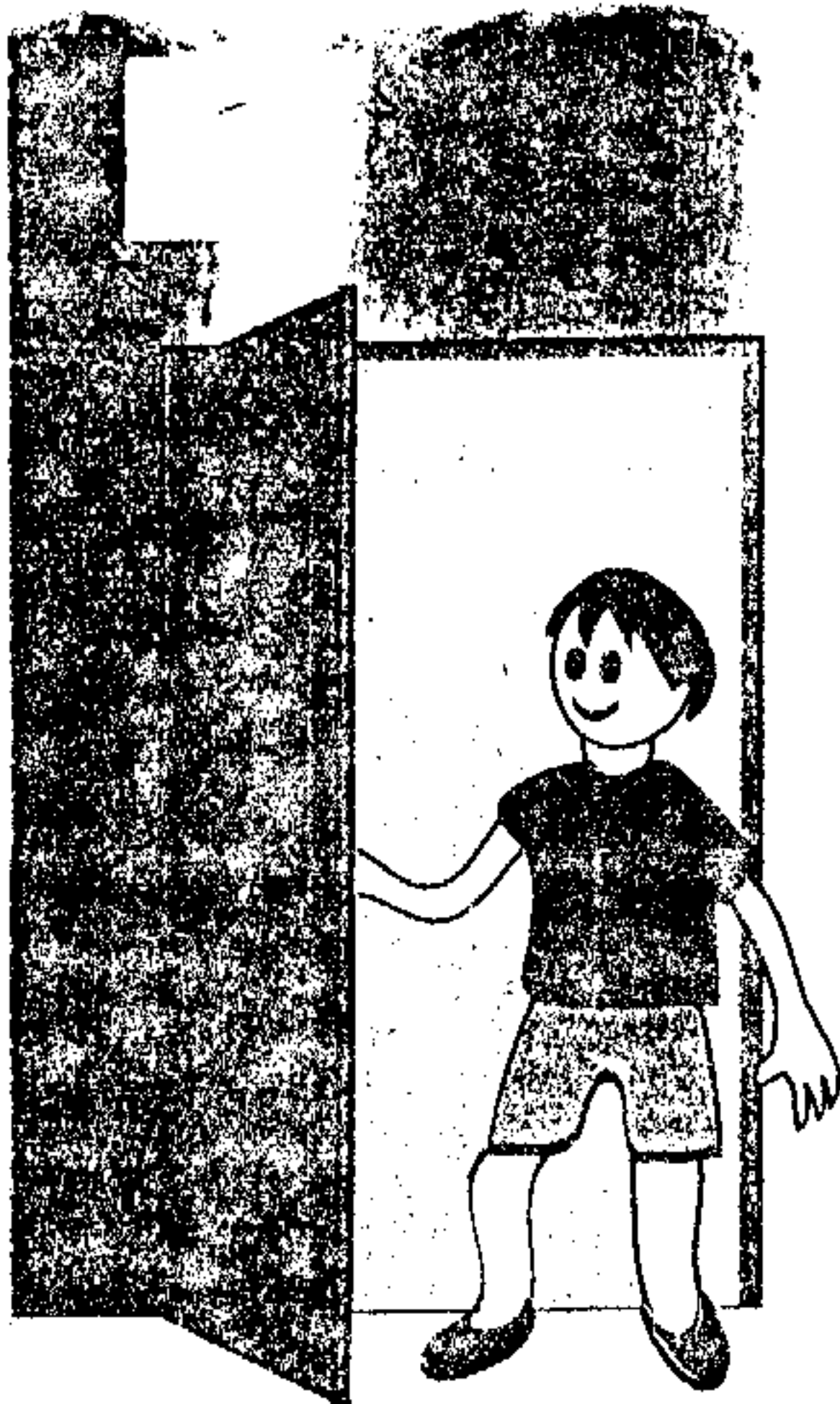
**b. Phonic Task**

- Finish the poem reading ten minutes before the period ends. Ask them to do the phonic task given in the poem page.
- Take oral feedback.

## 6. Follow up:

"Copy the poem in H/work copy and paste or draw the pictures of door, sticks, a fat hen.

**Free writing _______ 5 (Mins.)**

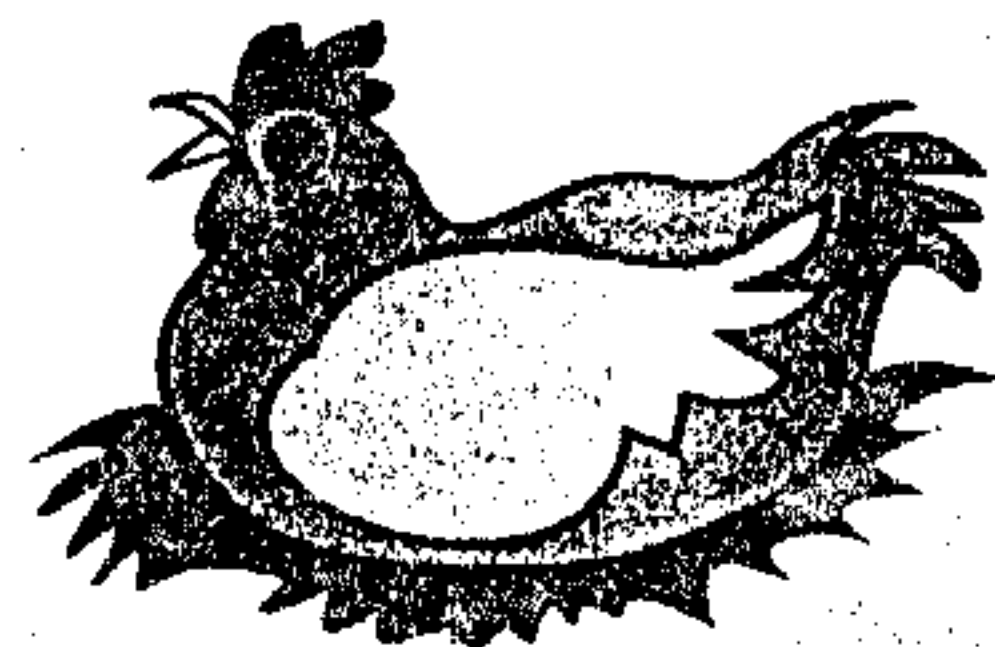
| Level: 2 | | |
|---|---|---|
| Term: 2 | Poem Page | Reading |
| Week: 1 | | |
| Day: 3 | | |

## One, Two

One, two
Who are you?

Three, four
Open the door.

Five, six
Pick up sticks.

Seven, eight
Lay them straight.

Nine, ten
A big fat hen.

*Two* sounds like *you* and *four* sounds like *door*.
Find words that sound like:

| | |
|---|---|
| One | Three |
| Five | Seven |
| Nine | Eleven |

| Level: 2<br>Term: 2<br>Week: 1<br>Day: 4 | **Lesson Plan** | **Writing** |
|---|---|---|

**1. Objectives:** To enable the learners to use preposition at the appropriate situations

**2. Function:** Using the preposition of place

**3. Activity:** Reading the Pictures and writing sentences

**4. Material:** worksheet **(where's the cat?)**

## 5. Procedure:

**a Preparation**

- Distribute worksheets
- Talk about the pictures and ask simple questions about the pictures- Do not focus on prepositions at this stage.
  e.g. what do you see in the picture (cat, Tv, Carpet, etc)

**b. Pre-writing**

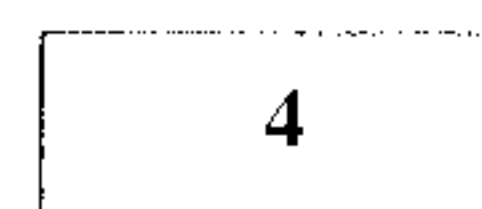
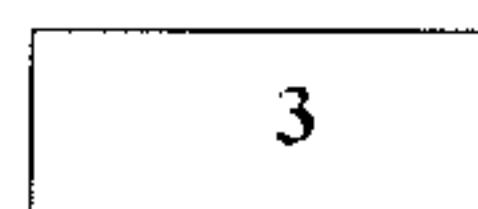
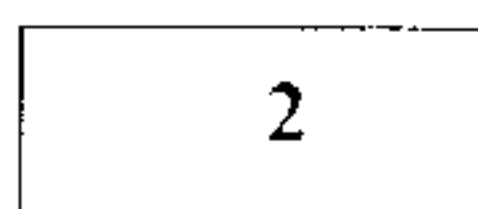
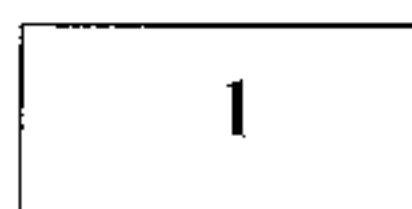
- Talk about each picture and say a sentence for each cat.
- Write only the prepositions on the board. Do not write sentences. Just say and repeat

**c. Writing (Pair Work)**

- ask them to write sentence on the worksheet.
- peer checking and feed back

**d. Production (Pair Work)**

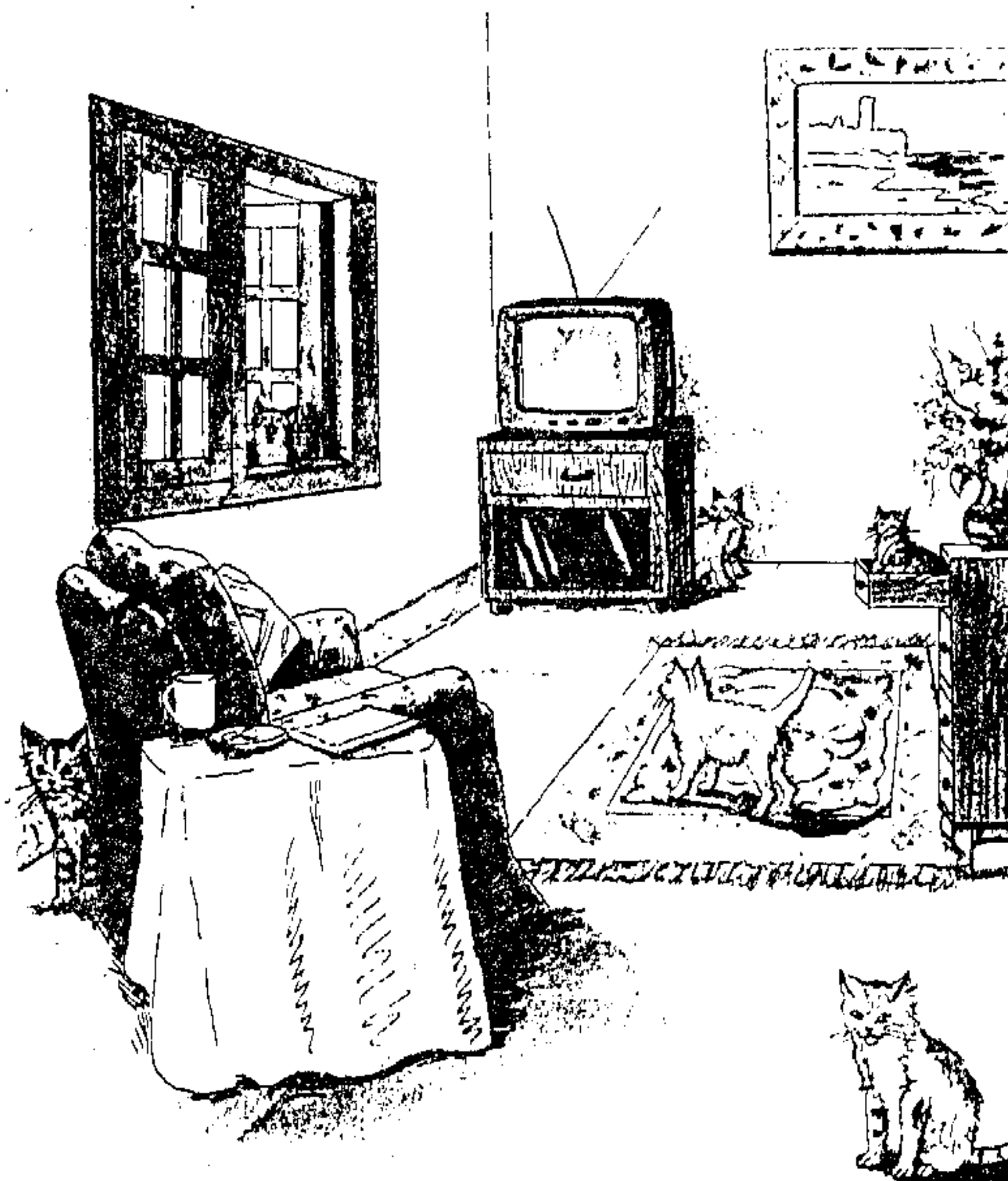
- Draw the following boxes on the board. The balls are not shown here. You draw the balls with the boxes as it is shown in the worksheet. Where the ball is not seen, it means it is behind the box here.
- First ask them orally for each ball. Ask them to write a sentences for each ball in their c/work copies

| 1 | 2 | 3 | 4 |
|---|---|---|---|

1. on
2. - under
3. - behind
4. - next to

**6. Follow Up:** Repeat task **C.**

| Level: 2<br>Term: 2<br>Week: 1<br>Day: 4 | Worksheet | Writing |
|---|---|---|

## Looking for cats

Prepositions

**Look at the picture. Underline the correct answer. Write the sentence.**

1. The cat is (on, under) the rug.

______________________________________________

2. The cat is (on, next to) the TV.

______________________________________________

3. The cat is (on, behind) the chair.

______________________________________________

4.The cat is (in, at) the drawer.

______________________________________________

5. The cat is (at, under) the window.

______________________________________________

| Level: 2<br>Term: 2<br>Week: 1<br>Day: 6 | Lesson Plan | Assessment |
|---|---|---|

**Task I:** **Where is the ball? Complete the following sentence** (4)

| 1 | 2 | 3 | 4 |
|---|---|---|---|

Ball No. 1 ___ ___ ___ __

Ball No. 2 _ ___ ___ ___

Ball No. 3 ___ ___ ___ ___

Ball No. 4 ___ ___ ___ ___

**Task II:** **Complete the conversation.**

St.1. Hello I'm ___ ___ ___ .

St.2. __ ___ ___, my name is Karim.

St.1. Where are you _ ___ ___, Karim?

St.2. I ___ ___ from Islamabad.

**Task III:** **Complete with information.**

1. Your father's name: __ ___ ___ .
2. Your Class teacher's name: ___ ___ .
3. Your school's name: ___ ___ ___.
4. Your city's name: ___ ___ ___.

# Lesson Plan
(English)

**Level: 2**

**Term: 2**

**Week: 2**

| Communication | Reading | Writing | Assessment |
| --- | --- | --- | --- |
| Song of sounds A to D<br>Asking and answering about the location of the object. | ▪ Text: **Breakfast time**<br>▪ Reading aloud, Word Puzzle. **(Spell a fruit)** | ▪ Paragraph writing **"Where I live in"** | × |

# Lesson Plan
(English)

**Level: 2**

**Term: 2**

**Week: 3**

| Communication | Reading | Writing | Assessment |
|---|---|---|---|
| Song of sounds from **E** – **H**.<br>Five Little Monkeys (listening) | ▪ Extensive reading. | ▪ Describing words **(Adjectives)**. | ✓ |

| | | |
|---|---|---|
| **Level: 2**<br>**Term: 2**<br>**Week: 3**<br>**Day: 1** | **Lesson Plan** | **Communication** |

**1. Objectives:** To enable the learners to:
- recognize the correct sound of letters E - H
- enjoy the rhythm of language

**2. Function:** pronouncing the sounds of letters properly

**3. Activity:** Listening and singing of the song of alphabet from the cassette

**4. Material:** Cassette player, cassette "Fun to learn with Fairy Tales"

**5. Procedure:**

**I. Phonic Song -- (20 Mins.)**

**a. Pre-Listening**

-Tell your students that they are going to listen a song of alphabet.
- Ask them to listen attentively and get ready for singing along with the cassette .

**b. Listening and Singing**

- Play the cassette from **E** to **H** and the class listens silently.
- Play again and ask them to sing along with the cassette.
- Don't forget to sing along with your learners.
- Keep on repeating the cassette till your students get practice in singing themselves.

**c. Further Practice**

- After giving enough practice, ask them to sing without listening the cassette.
- let them sing and enjoy the song. As much as they require

d. Now you can play the cassette again from the beginning, the letter A sound to today's letter sound. **E – H.** Ask them to sing the song along with the cassette for revision.

**II. Fun Activity -- (15 Mins.)**

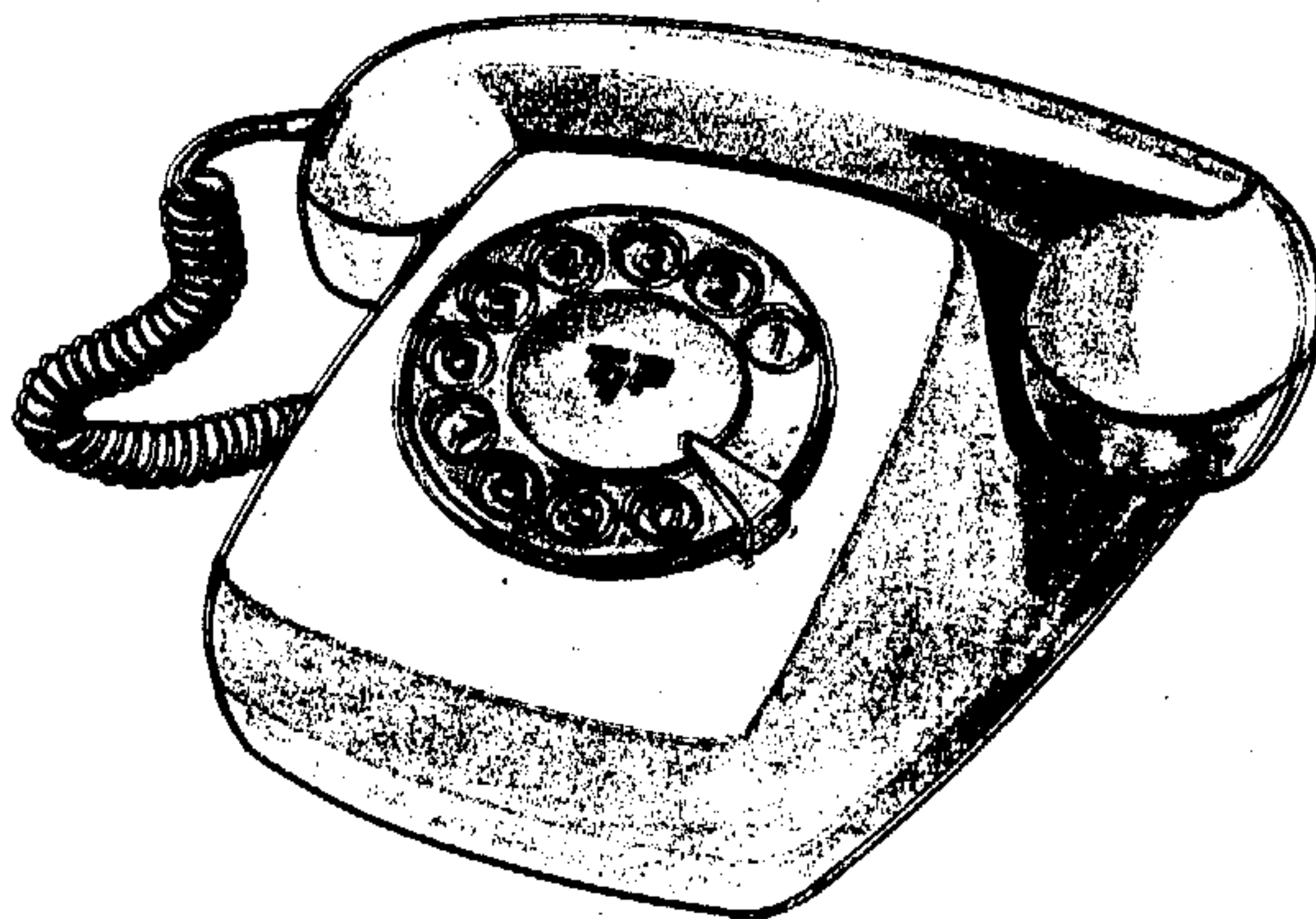
**Free writing _________ (5 Mins.)**

| Level: 2<br>Term: 2<br>Week: 3<br>Day: 1 | Worksheet | Communication |
|---|---|---|

**How many words can you make out of the word**

TELEPHONE

**in ten minutes?**

| | |
|---|---|
| 1. ON | 7. ______ |
| 2. ______ | 8. ______ |
| 3. ______ | 9. ______ |
| 4. ______ | 10. ______ |
| 5. ______ | 11. ______ |
| 6. ______ | 12. THEN |

**Teachers' Guideline:** For further practice discuss other topics.

| Level: 2<br>Term: 2<br>Week: 3<br>Day: 2 | **Lesson Plan** | **Communication** |
|---|---|---|

**1. Objectives:** The learners will be able to:
- listen and understand.
- listen and enjoy the events of the story

**2. Function:** Enjoying a story listening

**3. Activity:** Story Listening (**five little monkeys**)

**4. Material:** None

## 5. Procedure:

**a. Pre-listening**

- Prepare your students for listening
- Talk about the forest animals and ask the following question. Write the correct responses on the board.
  1. Which animals are big and dangerous?
  2. Which animals are friendly with people?
  3. Which animals children mostly like to see in the zoo?
- write the topic on the board and tell them that they are going to listen a story about "Five Little Monkeys"
- Ask them to listen attentively and tell them that they will answer the question after listening the story

**b. First Listening**

Read the text of the story aloud. Read it with an intonation and use rising and falling tone in your voice, particularly in the dialogue. When reading is over ask the following question orally

**"What did baby monkeys do first?"**

**c. Second listening**

Read the story again and ask them to listen attentively. When reading is over ask the following question

**"What did they do after taking a bath?"**

**d. Third Listening**

Read the story again and ask the following question in the feedback

**"What did they do after putting on their pajamas?"**

**e. Forth Listening**

Read the text again and ask the following question in the feedback

**"What did they do after brushing their teeth**

**f. Fifth Listening**

Read the text again or call any sharp students to read the story aloud. Take feed back and ask following questions

1. Did they sleep when mama said, "Good night"?
2. What did they do on their beds?
3. Then what happend?
4. What did their mother do when one baby monkey fell off?
5. How many monkeys bumped their heads.
6. What did the doctor say to the monkeys?
7. What did they do in the end?

g. After taking the feedback, of the whole story then ask them to retell the story in their own words. Do not listen the whole story form one student at a time. Break the story into to or three parts and give chances to more students to retell the story.

**6. Follow Up** ask them to draw a family of monkeys in their home work copies

**(Listening Text)** **Five Little Monkeys, Jumping on the Bed**

**Once there was a family of five little monkeys, living with their mother.**

**It was bad time. So five little monkeys took a bath. Five little monkeys put on their pajamas . Five little monkeys brushed their teeth. Five little monkeys said good night to their mama. Then ... five little monkeys jump on the bad !**

**One fell off and bumped his head. The mama called the doctor. The doctor said, "No more monkeys jumping on the bed! " So four little monkeys ... jumped on a bed. One fell off and bumped his head. The mama called the doctor.**

**The doctor said "No more monkeys jumping on the bed! " So three little monkeys jumped on a bed. One fell off and bumped his head. The mama called the doctor. The doctor said, "No more monkeys jumping on a bed! "So two little monkeys jumps on a bed. One fell off and bumped his head. The mama called the doctor. The doctor said, "No more monkeys jumping on a bed! "So one little monkeys jumps on a bed. She fell off and bumped his head. The mama called the doctor. The doctor said, "No more monkeys jumping on a bed! " So five little monkeys fell fast asleep. "Thank goodness! " said the mama " Now I can go to bed! "**

| Level: 2<br>Term: 2<br>Week: 3<br>Day: 3 | **Lesson Plan** | **Reading** |
|---|---|---|

1. **Objectives:** The learners will be able to:
   - Develop fluency in reading.
   - Read for pleasure.
2. **Skills:** Extensive reading
3. **Topic:** On the choice of learners or selected by the teacher
4. **Material:** Story books.
5. **Procedure:**
   - Make groups (Taking three members in each group) or pairs.
   - Distribute one copy of book/material to each group.
   - Allow them to read aloud – one reads in a group and the other two listen and keep on changing the turn of reader or they can read individually.
   - They can also do individual reading.
   - Train them to guess the meanings of words and sentences themselves and don't encourage them in asking the meanings of words.
   - Encourage them to use dictionary but not very often – only once or twice.
   - Teach them to focus on main ideas and information and overlook other details of the text.
   - Help them to read in phrases and sentences instead of reading each word separately.
   - Keep on walking and moving around to have a watch and provide support to the learners.
   - Tell them that they will finish their reading 10 minutes before the period ends.
   - Every group will give feed back in the last 10 minutes.

**Feed Back.**

- Take feed back on main points. Don't go into detail. First take feed back orally. You can also set a task on reading e.g. draw grid on the board and ask about the followings. Task should be very simple, such as:

| Name/Title of the book or story. | Pages read. (How many?) | **Characters (Only names)** | What you liked? | **Disliked?** |
|---|---|---|---|---|
| | | | | |

**Free Writing _______ (5 Mins.)**

26

| Level: 2<br>Term: 2<br>Week: 3<br>Day: 4 | **Lesson Plan** | **Writing** |
|---|---|---|

**1. Objectives:** To enable the learners to:

- Use describing words at their proper places.
- Identify adjectives.
- Build up vocabulary.

**2. Function:** Using the adjectives at the appropriate place

**3. Activity:** Word Exercises.

**4. Material:** Worksheet (**Adjectives**)

## 5. Procedure:

### a. Pre Writing

- Write a few simple adjectives on the board.
- Take some examples of adjective along with nouns from the students
- Write the following on the board

**"Adjectives are describing words and they tell us some thing about nouns."**

### b. Work sheet

- Distribute worksheet and explain the task properly.
- Check the meaning of the words in the boxes. If they do not know, then explain.

**Task 1:**

**Task 2:**

**Task 3:**

**6. Follow up:** Ask them to write pairs of adjectives in their H/Work copies.

| Level : 2<br>Term : 2<br>Week: 3<br>Day: 4 | Worksheet<br>(Adjective) | Writing |
|---|---|---|

**Task I:** **Take the adjectives from the box and complete the sentences.**

| Happy | Smooth | Hot | Blue |
|---|---|---|---|

1. Sky is ____________.  2. The sun is_____________.

3. The ground is ______.  4. The children are________.

**Task II:** **Choose any two Adjectives which are close in meaning and complete the sentences.**

| pretty, | strange, | beautiful, | quite, |
|---|---|---|---|
| short, | nice, | warm, | obedient |
| calm, | exciting, | funny, | airy |

1. My pet is a _faithful_ and _obedient_ dog.
2. I wrote a ____________ and _________________ story.
3. I live in a ________________ and ________________ place.
4. My house is _________________ and _________________.
5. My birthday dress was _______________ and____________ .
6. I like reading _______________and_______________ books.

| Level: 2<br>Term: 2<br>Week: 3<br>Day: 6 | Assessment |
|---|---|

**Task I:** **Answer the question.** (2)

1. **Is there any balloon in your classroom?**

   ______________________________________

2. **Is there any pencil in your bag?**

   ______________________________________

**Task II:** **Complete the pair of adjectives in the given sentences.** (2)

1. **I keep my room neat and ______________.**
2. **Dog is a faithful and ________ animal.**
3. **My doll is pretty and ___________.**
4. **I live in calm and _________ place.**

Contd.....

**Task III:** **Read the passage and write answers.** (4)

*It is half pass seven .*

*Salima, Asim and their mother in the kitchen.*

*Salima is eating an egg and mother is drinking tea.*

*Asim is keeping books in his bag and is not eating anything. Mother says, "Asim, you are late as usual."*

1. **Are they eating lunch or breakfast?**

   ______________________________

2. **What is Salima eating?**

   ______________________________

3. **Why is Asim not eating?**

   ______________________________

4. **Is Asim late for school for the first time?**

   ______________________________

**Task IV:** **Your house is near the farm or your field. Write four sentences about the place you live in.** (2)

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

# Lesson Plan
(English)

**Level: 2**

**Term: 2**

**Week: 4**

| Communication | Reading | Writing | Assessment |
|---|---|---|---|
| Song of sounds of I, J, K,L<br>Talking about possessions | ▪ Text: "Going to school".<br>▪ Reading aloud, class work. | ▪ About the last week (Past Form) | ◇ |

| Level: 2<br>Term: 2<br>Week: 4<br>Day: 1 | **Lesson Plan** | **Communication** |
|---|---|---|

**1. Objectives:** To enable the learners to:
- recognize the correct sound of letters **I.J.K.L**
- enjoy the rhythm of language

**2. Function:** pronouncing the sounds of letters

**3. Activity:** listening and singing the sound alphabet from the cassette

**4. Material:** Cassette player, cassette "Fun to learn with Fairy Tales"

**5. Procedure:**

## I. Phonic Song -- (20 Mins.)

**a. Pre-Listening**

-Tell your students that they are going to listen a song of alphabet sounds from the letter I.J.K.L

- Ask them to listen attentively and get ready for singing along with the cassette .

**b. Listening and Singing**

- Play the cassette for **I, J , K, L** and the class listens silently.
- Play again and ask them to sing along with the cassette.
- Don't forget to sing along with your learners.
- Keep on repeating the cassette till your students get practice in singing themselves.

**c. Further Practice**

- After giving enough practice, ask them to sing without listening the cassette.
- Let them sing and enjoy the song as much as they require.

d. Now you can play the cassette again from the beginning, the letter A sound to today's letter sound. **I, J, K.** Ask them to sing the song along with the cassette for revision.

## II. Fun Activity -- (15 Mins.)

**Free writing _____ (5 Mins.)**

| Level: 2<br>Term: 2<br>Week: 4<br>Day: 1 | Worksheet | Communication |
|---|---|---|

# Just for Fun

**Complete the words.**
**Say the numbers and spell them:**

| 1st | 2nd | 3rd | 4th | 5th |
|---|---|---|---|---|
| f i r st | s __ c __ nd | __ hi __ d | fo __ r __ __ | __ i __ th |

| 6th | 7th | 8th | 9th | 10th |
|---|---|---|---|---|
| si __ __ h | se __ __ nt __ | ei __ __ th | n __ n __ __ | te __ __ __ |

| Level: 2<br>Term: 2<br>Week: 4<br>Day: 2 | Lesson Plan | Communication |
|---|---|---|

1. **Objectives:** The learner will be able to
   - Talk about the possessions
   - Use possessive pronouns at appropriate place.
2. **Function:** Talking about their possessions
3. **Activity:** Dialogue practice, Roleplay
4. **Material:** None

## 5. Procedure:

**a. Presentation**

- Collect some of the students' things and put it on your table. It can be books, pens, pencil boxes, water bottles, bags or any other item.
- Write example sentences along with question on the board and read them aloud Give practice

**Example Sentences**

**Whose is this?**

- **It's mine.** (Everyone will point towards him/herself)
- **It's yours.** (Point to others)
- **It's his.** (Point to the boys)
- **It's hers.** (Point to the girls)

**b. Further Practice**

- Go to the students hold up their objects and ask, "**Whose is this**?"
- The class points to the owner and say's "it is his or hers?"
- Ask from one particular student
  '**Whose is this?**' and he/She will say, '**It's mine**'.
- Take out your own personal things and ask,
  "**Whose is this?**" and class says "**It's yours**".
- Tell them that you will ask from the group and they will answer

c.

- Divide the class into groups. Then again, take two/three objects from each group. Show those object to the group.
- Write the following on the board and go through it with the class for a number of times.

**Whose is it?** **It's ours.**
**It's theirs.**

- Hold up an item and ask a member of a group, "**Whose is this?**" Help them to say, (Pointing towards the right group) "**It's theirs**".
- Hold up an item, which belongs to the same group, you are going to ask, "**Whose is this?**" and they will say, "**It's ours**".
- Continue this practice with the groups.

## 6. Follow up:

- Ask them to write all the board examples in their C/Work copies and then in their H/Work copies.

| Level: 2<br>Term: 2<br>Week: 4<br>Day: 3 | **Lesson Plan** | **Reading** |
|---|---|---|

1. **Objectives:** The learners will be able to:
   - Skim and scan
   - Read the text with comprehension.
2. **Skills:** Reading Comprehension (Reading Silently)
3. **Topic:** "Going to school"
4. **Material:** Text page (**Going to school**) and Worksheet

## 5. Procedure:

**a. Pre reading**

- Talk with the students how they come to school. Ask some questions.

**b. Text Page**

- Distribute the text page.
- Talk about the picture and ask few questions.

**c. Skim and Scan (Fast reading)**

Ask the following:

- Find the names of persons in the text and underline them.
- Write the names on the pictures (labelling).

**d. Reading comprehension**

- Ask them to read the text silently.
- Take feed back when they finish one task.
- Start the next task after the feed back of the previous one.

- **Work sheet.**

  **Task A**
  **Task B**
  **Task C**

**6. Follow up:** "Repeat **Task B** for Home work."

**Free writing ________ (5 Mins.)**

Level: 2
Term: 2
Week: 4
Day: 3

Reading Text

# Going to school

Sara and Paul are going to school.
They meet Mark and Julie at the corner.
On the way they see two buses,
  three vans and seven cars.
They cross the road carefully.
It takes ten minutes to get to school.
When the children get to school
  they wait in the playground.

| Level: 2<br>Term: 2<br>Week: 4<br>Day: 3 | Worksheet | Reading |
|---|---|---|

A. Tick ✓ the sentences that are true.

1. The children are going to school.
   The children are going to bed.

2. They meet their friends on the bus.
   They meet their friends at the corner.

3. It doesn't take long to get to school.
   It takes a long time to get to school.

4. They see cows on the road.
   They see traffic on the road.

5. At school they wait inside
   At school they wait outside

Task B. Here are some words that tell what the children do. They are verbs, Fill in the blanks with the given verbs.

| see | wait | meet | cross | walk |
|---|---|---|---|---|

1. Sara and Paul _______________ to school.
2. They ________ cars on the road.
3. They ______________ Mark and Julie.
4. The children ________________ the road carefully.
5. They _____________ in the playground.

Task C. Here are some sentences about Sara and Paul. Give number to the sentences, putting them in proper order.

   . When they got to school they waited in the playground.

1 . Sara and Paul had their breakfast.

   . On the way they met Julie and Mark.

   . After breakfast they set out for school.

| Level: 2<br>Term: 2<br>Week: 4<br>Day: 4 | **Lesson Plan** | **Reading** |
|---|---|---|

**1. Objectives:** The learner will be able to:

a -Read with correct pronunciation
-Read with fluency and speed

b. Read and write with understanding

**2. Skill :** a . Reading Aloud
b. Reading Silently

**3. Topic:** Going to School

**4. Material:** Previous lesson Text **(going to school)**

## 5. Procedure:

**a. Reading Aloud** (20 Mins.)
Follow the suggested procedure

**b. Reading Comprehension.** (20. Mins)

- Ask them to read the text page silently and answer the following question.
- Write the questions on the board and ask them to write the answer for each question in their home work copies.

1. Where are Sarah and Paul going?
2. How many busses do they see?
3. How many vans do they see?
4. How many cars do they see?
5. How long does it take to get to school?

| Level: 2<br>Term: 2<br>Week: 4<br>Day: 5 | **Lesson Plan** | **Writing** |
|---|---|---|

**1. Objectives:** The learners will be able to:
- Write about the past events
- Identify the second form of the verb

**2. Function:** Talking about past events

**3. Activity:** Reading and writing

**4. Material:** Worksheet (**About last week**)

## 6. Procedure:

a. **Warm up:**

Talk about the daily routine of yours students and ask the following questions.

1. When do you get up?
2. What do you do after that?
3. At what time do you go to school?
4. When do you go to play in the evening?

b. **Presentation:**

Ask yours students to think about the last week and ask some more questions

**e.g.** Did you go for shopping last week?.

c. **Pre-Writing**

- Distribute worksheets
- Talk about the pictures. Ask questions on each picture.
  **e.g.** What do you see in the picture?
  This is what Salim and Uzma did last week after school.
- Help them to say the sentences, using the second form of the verbs.
- Give them practice in saying sentences of each picture.

d. **Writing**

**Task 2**

**Peer checking and feed back**

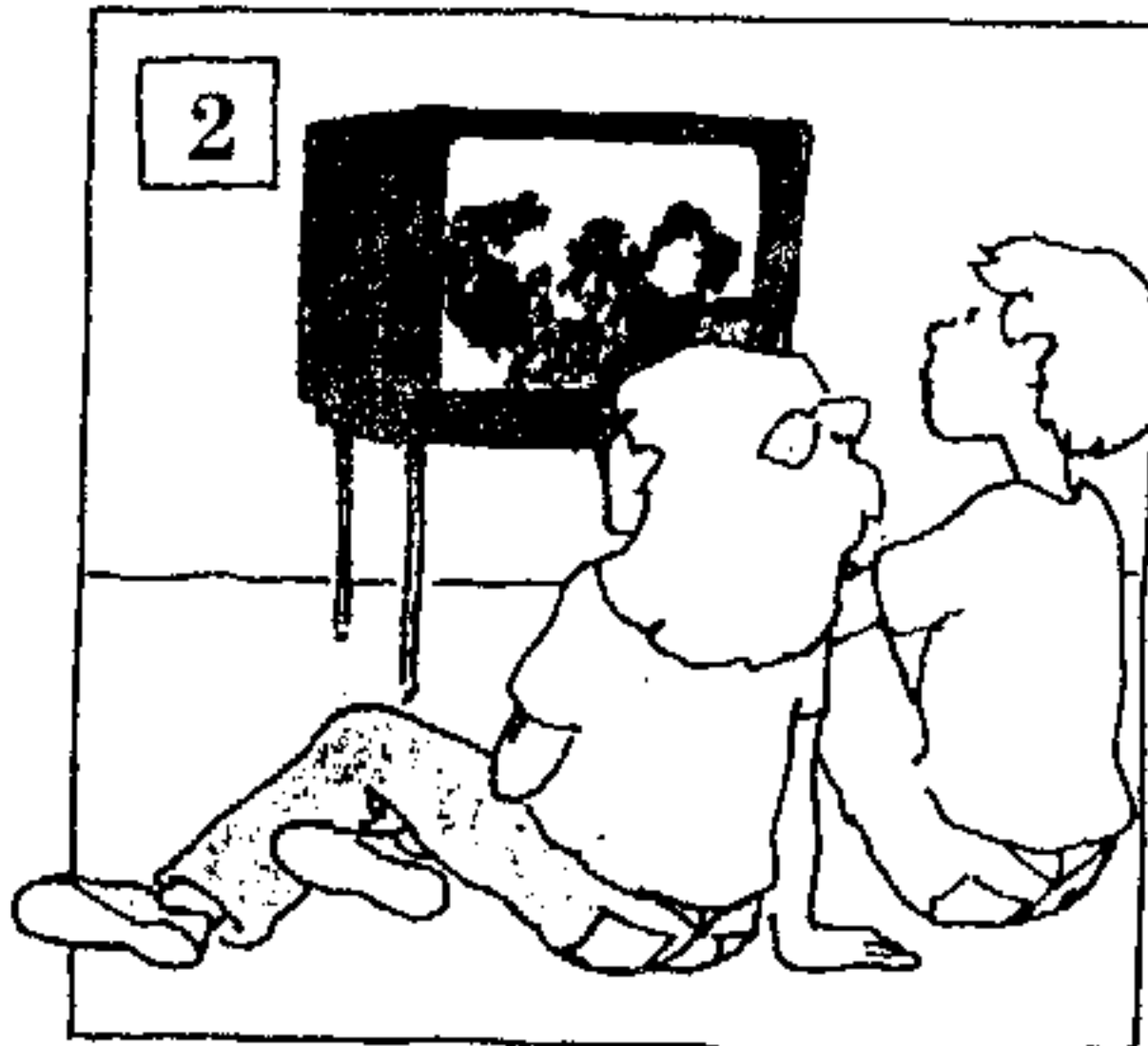
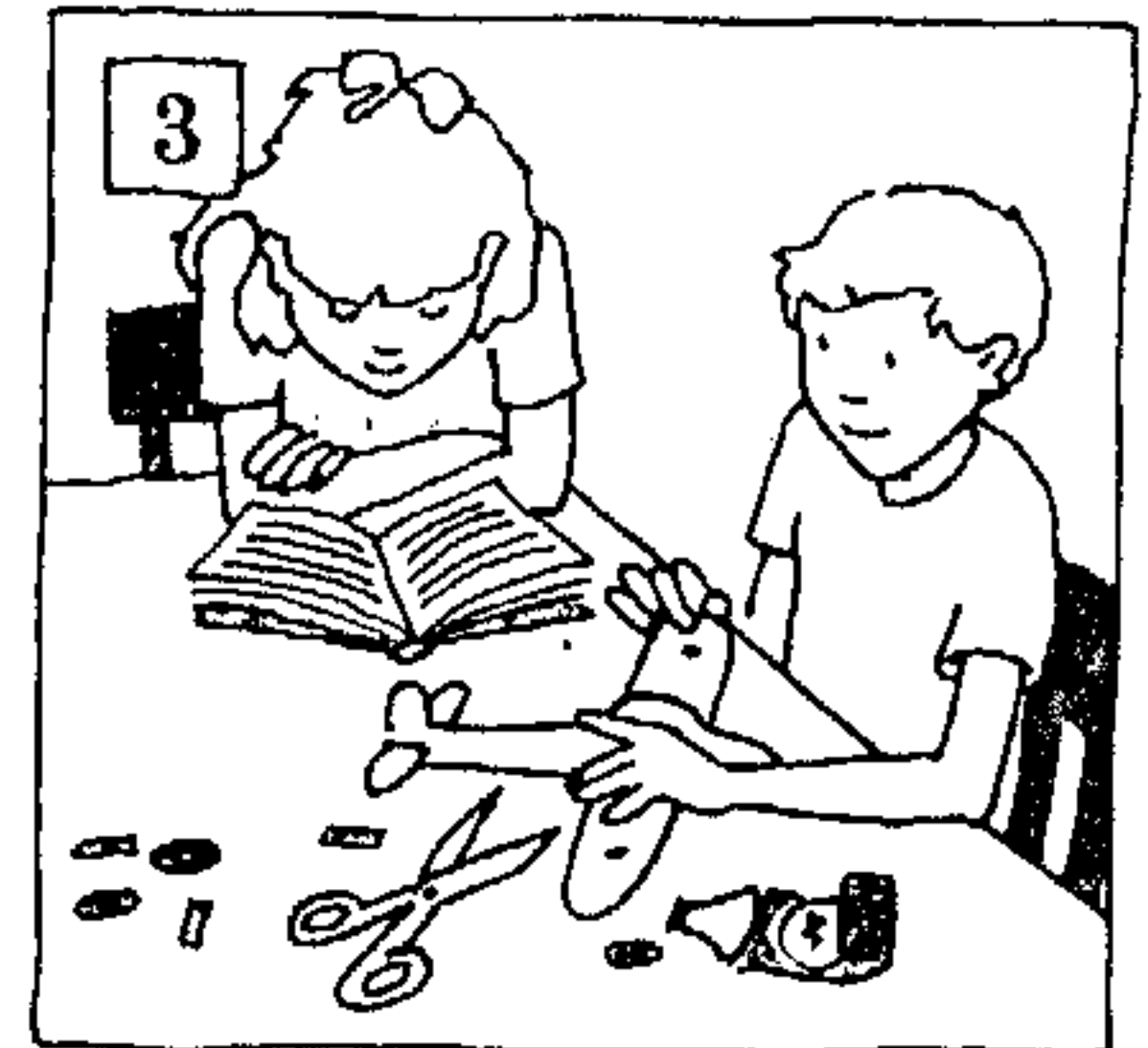
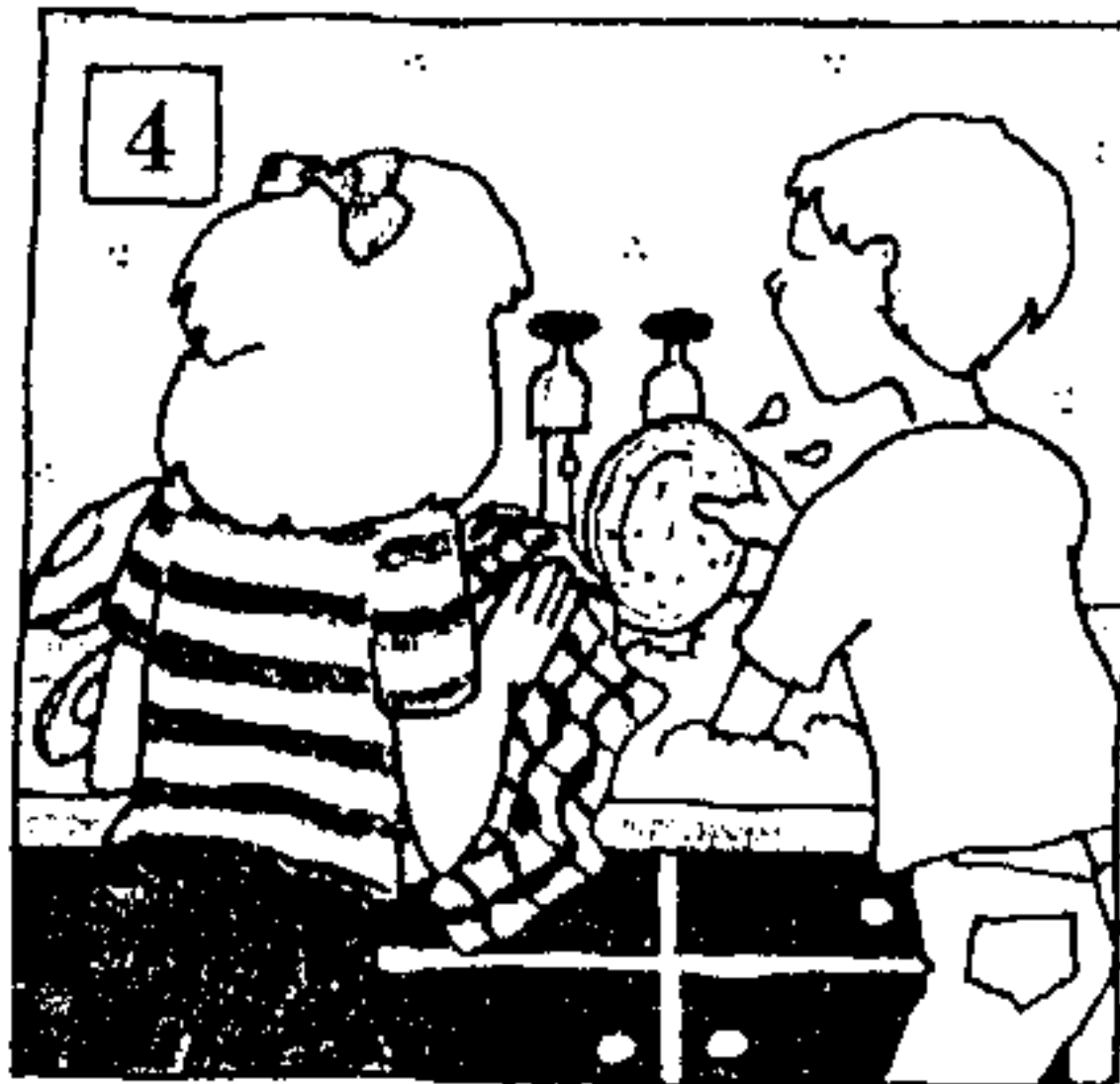
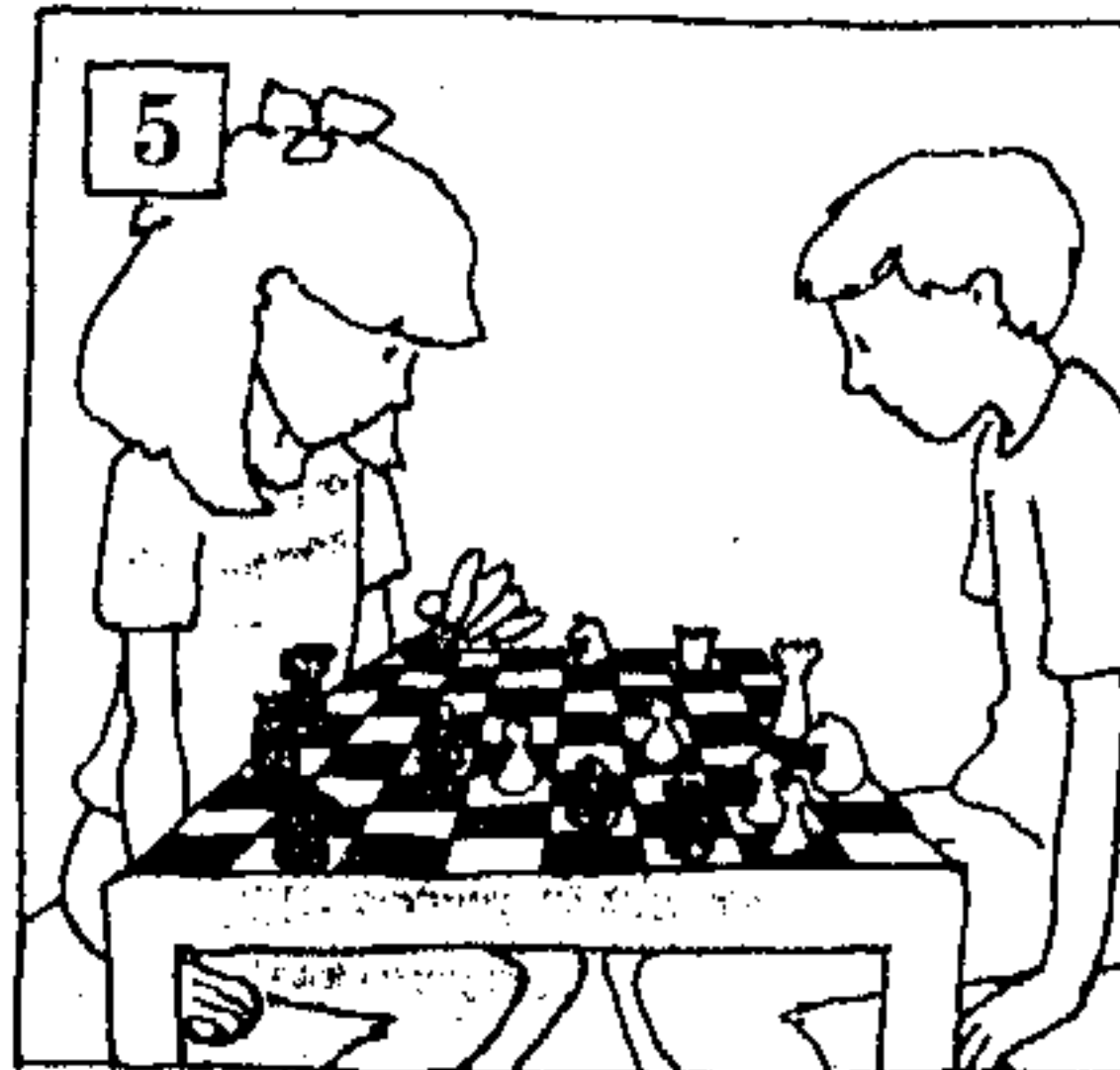
e. **Re-Writing**

Ask yours students to think about the works they did last week and write few sentences for the work of each day.

**Follow Up:** Repeat task E

| Level: 2<br>Term: 2<br>Week: 4<br>Day: 5 | Worksheet | Writing |
|---|---|---|

Task: 1 What Salim and Uzma did last week after school?

climb / Monday
listen / Monday

watch / Tuesday

make / Wednesday

clean / Thursday

play/ Friday

Task 2: Now write, what Salim and Uzma did last week.

- On Monday Uzma __________ a tree and Salim __________ to the radio.
- On Tuesday Salim and Uzma both ______________ T.V.
- On Wednesday Uzma __________ a book and Salim_____________ a model plan.
- On Thursday Uzma and Salim ________ mothers in kitchen.

  Then on Friday children _____________ chess.

  Saturday and Sunday ---------------------- holidays.

# Lesson Plan
## (English)

**Level: 2**

**Term: 2**

**Week: 5**

| Communication | Reading | Writing | Assessment |
|---|---|---|---|
| Song and sounds of M.N.O.P<br>Riddles | ▪ Poem "Mice". | ▪ My Bicycle and its parts | ❁ |

| Level: 2<br>Term: 2<br>Week: 5<br>Day: 1 | **Lesson Plan** | **Communication** |
|---|---|---|

**1. Objectives:** To enable the learners to:
- recognize the correct sound of letters from **M.N.O.P**
- enjoy the rhythm of language

**2. Function:** pronouncing the sounds of letters

**3. Activity:** listening and singing the sounds of alphabet from the cassette

**4. Material:** Cassette player, cassette "Fun to learn with Fairy Tales"

## 5. Procedure:

## I. Phonic Song -- (20 Mins.)

**a. Pre-Listening**

-Tell your students that they are going to listen a song of alphabet sounds of the letters **M.N.O.P**

- Ask them to listen attentively and get ready for singing along with the cassette .

**b. Listening and Singing**

- Play the cassette from **M.N.O.P** and the class listens silently.
- Play again and ask them to sing along with the cassette.
- Don't forget to sing along with your learners.
- Keep on repeating the cassette till your students get practice in singing themselves.

**c. Further Practice**

- After giving enough practice, ask them to sing without listening the cassette.
- Let them sing and enjoy the song. As much as they require.

d. Now you can play the cassette again from the beginning, the letter A sound to today's letter sound. **L – O.** Ask them to sing the song along with the cassette for revision.

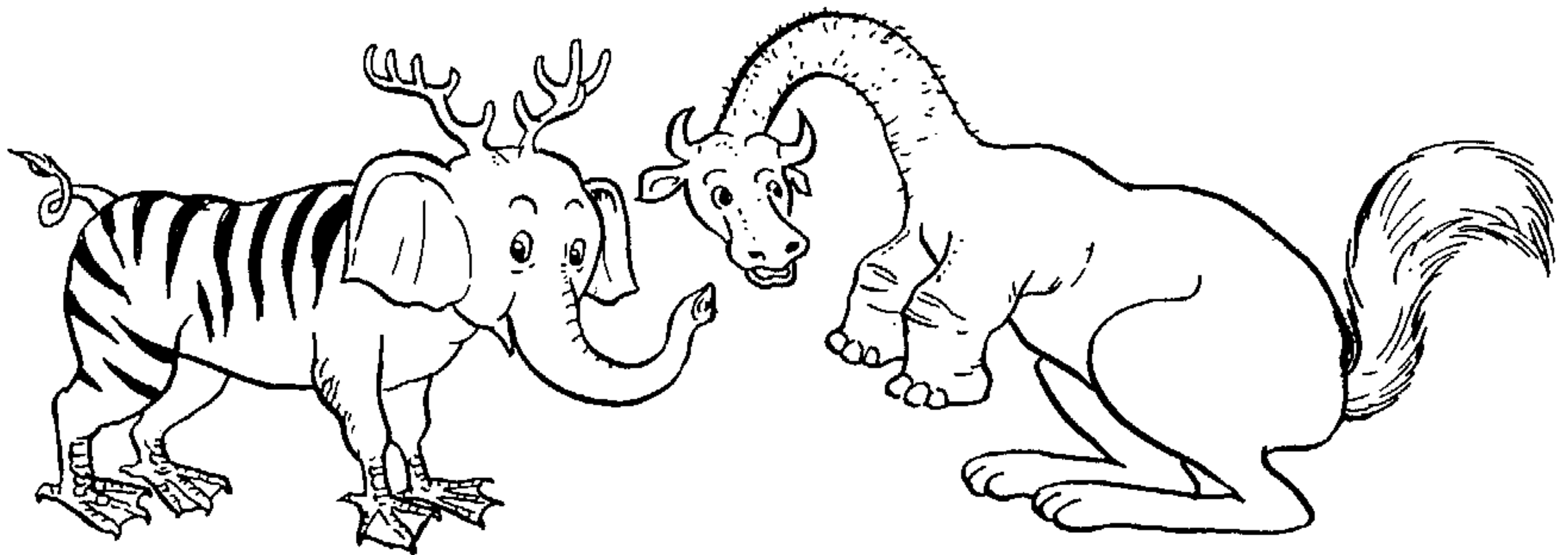
## II. Fun Activity -- (15 Mins.)

**Free Writing _________ ( 5 Mins.)**

| Level: 2 | |
|---|---|
| Term: 3 | Worksheet |
| Week: 5 | |
| Day: 4 | |

A VOCABULARY

# Strange Animals

Have you ever seen animals like Bruno and Duno? They live in a Never-Never land. If you look closely, you can see that they are made up of animals that we know.
Write the names of the parts of animals you can see in Bruno and Duno.

BRUNO DUNO

| Bruno has: | Duno has: |
|---|---|
| 1. a pig's tail | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

| Level: 2<br>Term: 2<br>Week: 5<br>Day: 2 | lesson Plan | Writing |
|---|---|---|

**1. Objectives:** To enable the learners to:
- Listen and guess
- develop vocabulary

**2. Function:** Listen and glasp vocabulary

**3. Activity:** Riddles

**4. Material:** Worksheet (**Riddles**)

## 5. Procedure:

**a.** Prepare the class for listening. Tell them that they are going to listen and guess about vegetables. Explain the procedure to them which is as follows.

1. Listen attentively
2. Look at the worksheet and try to guess
3. Discuses with yours parents, sitting to your right and left, then raise your hand t o tell the name.
4. Write the name of vegetable in the gap.
5. Don't worry for the spelling at this stage. It will be clear later.

**b. Worksheets**

**c. Listening and guessing**

Read aloud the text of each vegetable (Riddle) one by one. Keep your speed moderate, be particular for contraction. Ask your students to guess orally and then write the name of the vegetable on the line, given in front of the picture of vegetable.

**d.** When the whole task is over, ask them to say a few lines about any vegetable from the worksheet. They can also colour the vegetables.

**(Listening Text is on the next page)**

**Follow Up:** Ask them to write the names of two vegetables, they like and two which they do not like.

## Listening Text
## (Riddles)

1. I am a vegetable.
   My colour is red
   You can cut me into slices.
   You eat me with your meal. Guess me who am I?

2. I am a vegetable.
   My colour is brown.
   You can mash me, boil me , fry me,
   Or bake me. I'm good to eat. Guess me who am I?

3. I am a vegetable.
   My colour is purple.
   People eat me with bread,
   Some eat me with yoghurt,
   I taste better that way, Guess me who am I?

4. I am a vegetable.
   My colour is yellow and white.
   Put me on the burning coal.
   Eat me while I am still warm. Guess me who am I?

5. I am a vegetable.
   My colour is light brown.
   You can slice me and fry me.
   I am hot. I 'll bring tears to yours
   eyes if you cut me into slices. Guess me who am I?

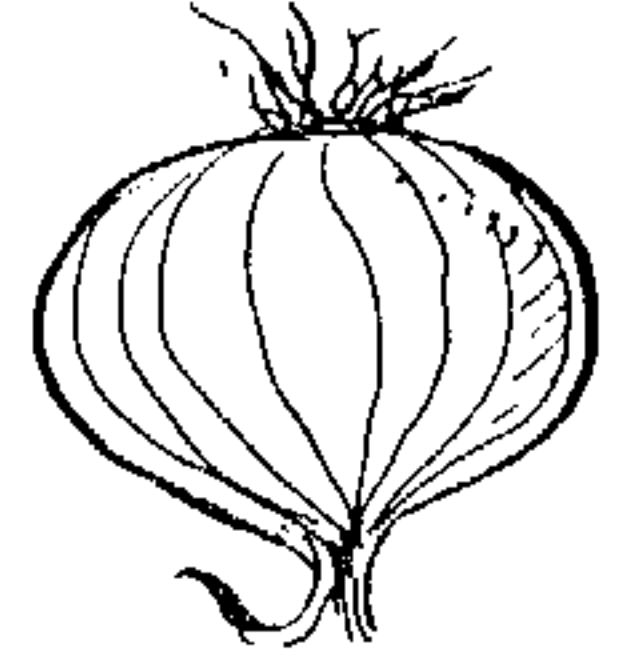
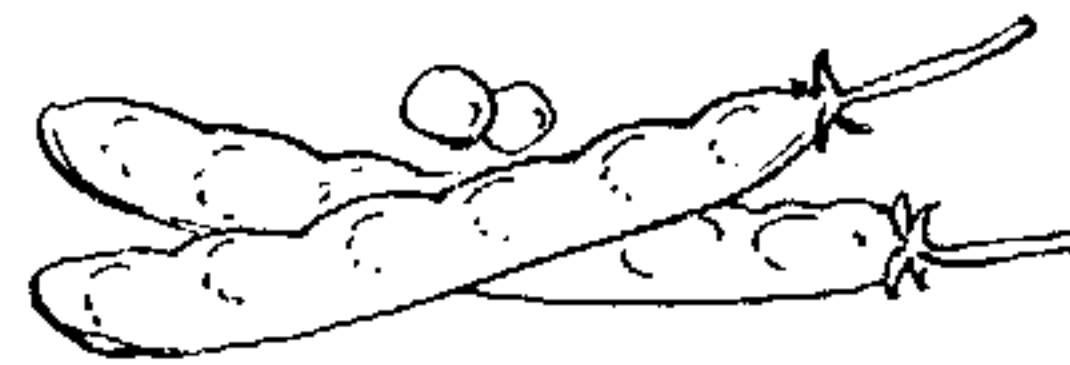
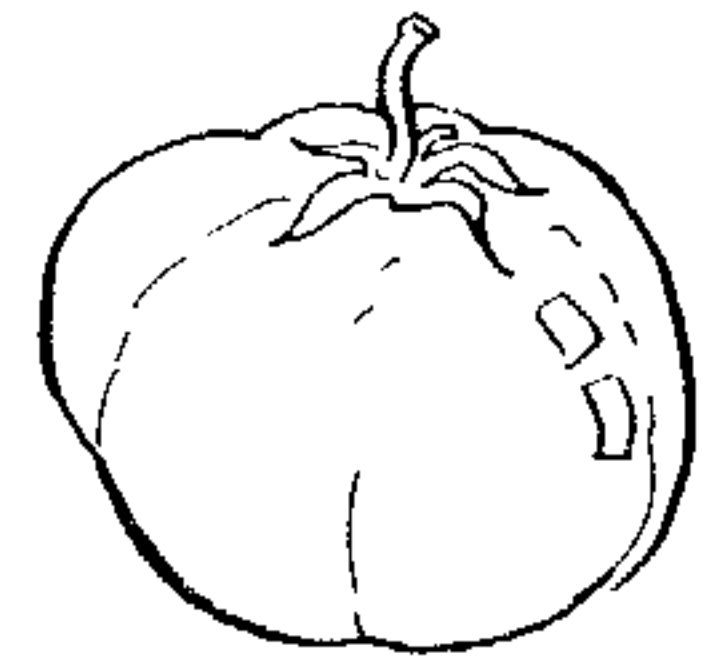
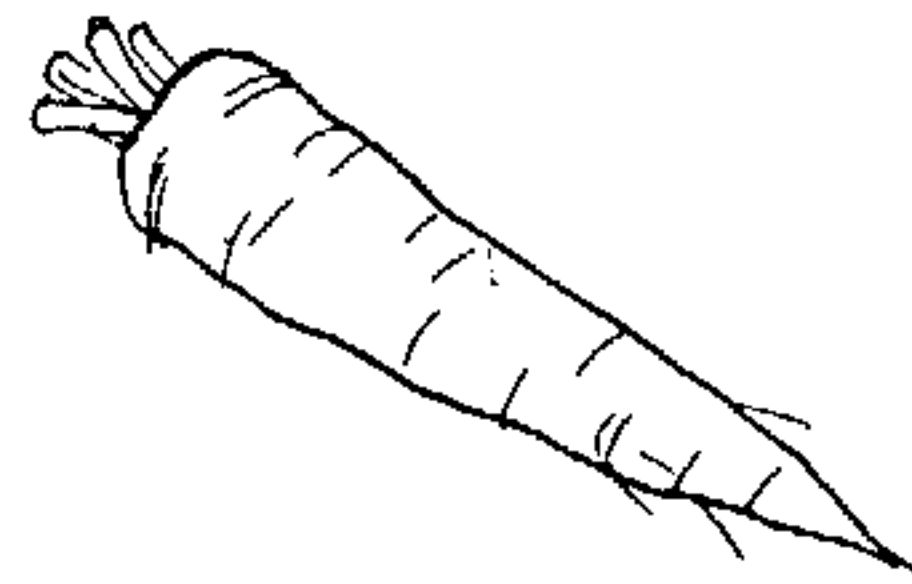
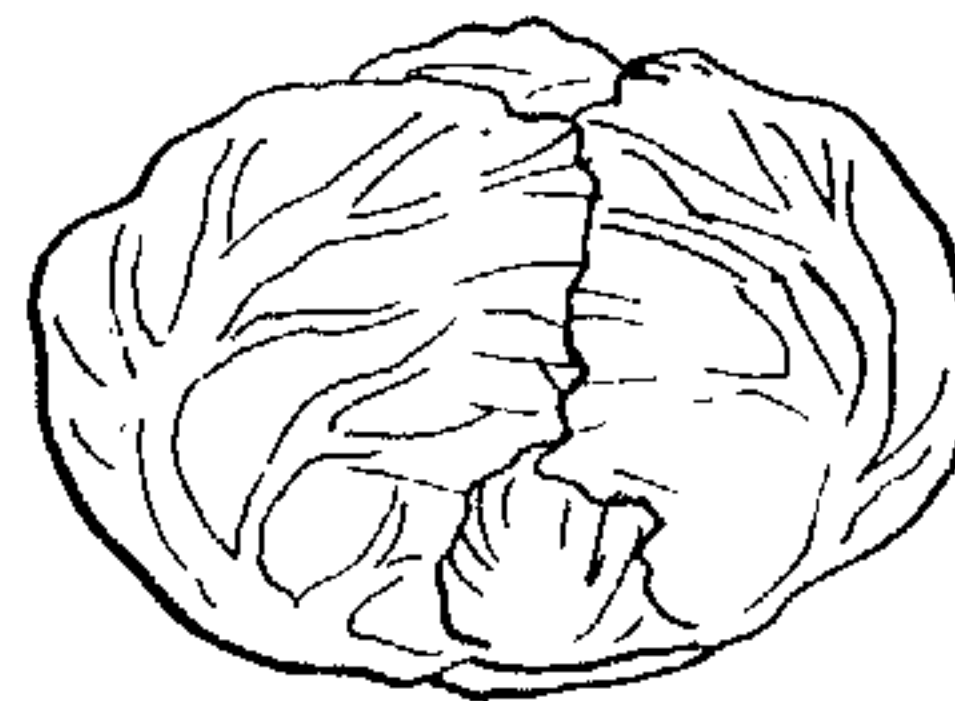
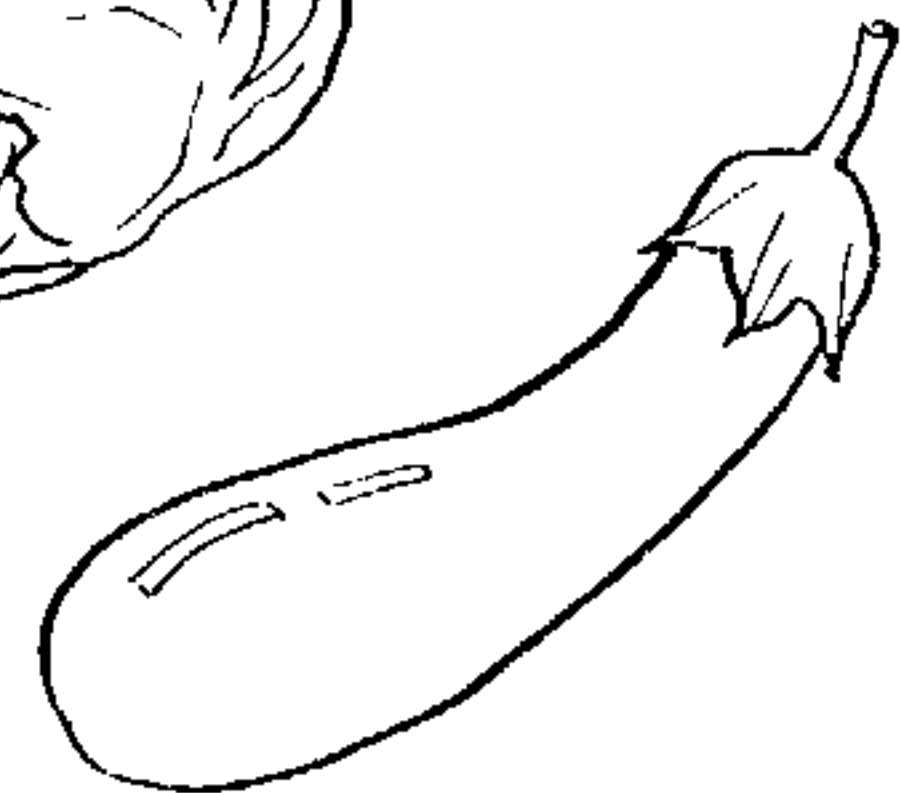
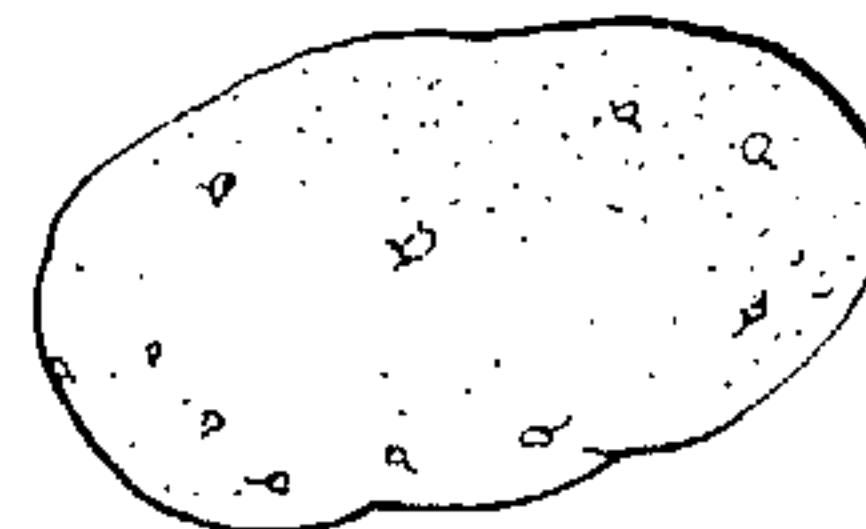
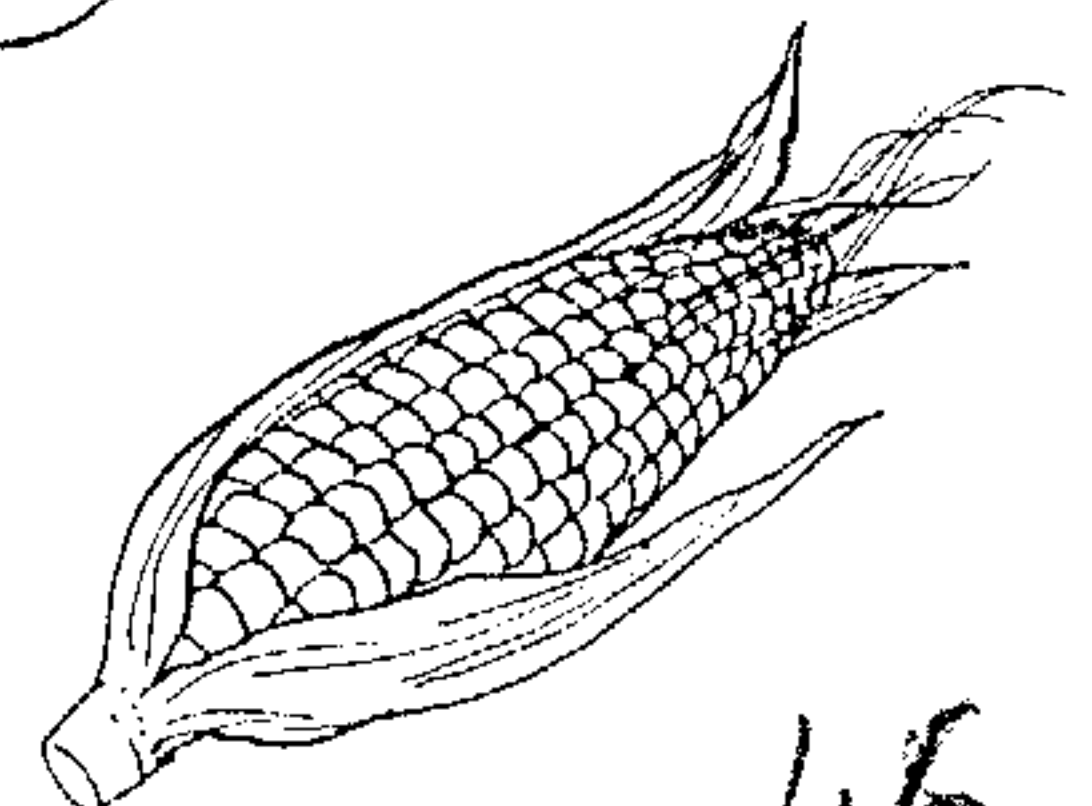
6. We are vegetables, Our colour is
   green all over and we are small
   and round in shape. We taste so
   good in rice. We are everyone's
   favourite. Guess me who are we?

7. I am a vegetable.
   My colour is orange.
   I can be eaten raw in salad.
   I am full of Vitamin.
   I am good for your health. Guess me who am I?

8. I am a vegetable.
   My colour is light green.
   You can cook me with meat.
   I can also be eaten raw in salad.
   I am very good for you. Guess me who am I?

| Level: 2<br>Term: 2<br>Week: 5<br>Day: 2 | Worksheet | Communication |
|---|---|---|

Task 1: Guess what I am ! Write the correct names of the vegetables in the space.

- I 'm a ____________________
- I 'm a ____________________
- I 'm a ____________________
- I 'm a ____________________
- I 'm a ____________________
- I 'm a ____________________
- I 'm a ____________________
- I 'm a ____________________

1,6

| Level: 2<br>Term: 2<br>Week: 5<br>Day: 3 | **Lesson Plan** | **Reading** |
|---|---|---|

1. **Objectives:** The learners will be able to:
   - Recite and enjoy the poem with rhythm.
2. **Skills:** Poem Reading
3. **Topic:** **"Mice"**
4. **Material:** Poem page (**Mice**)

---

## 5. Procedure:

**a. Warm Up**

Talk about the animals who are small in size and have four legs.

**b. Poem Reading**

- Distribute the Poem page.
- Follow the suggested procedure for reading.

**c. Worksheet**

Ask them to read the poem silently and do the task on the worksheet.

## 6. Follow up:

Draw the pictures of **Mice**, not **Mouse.**

**Free Writing ________ (5 Mins.)**

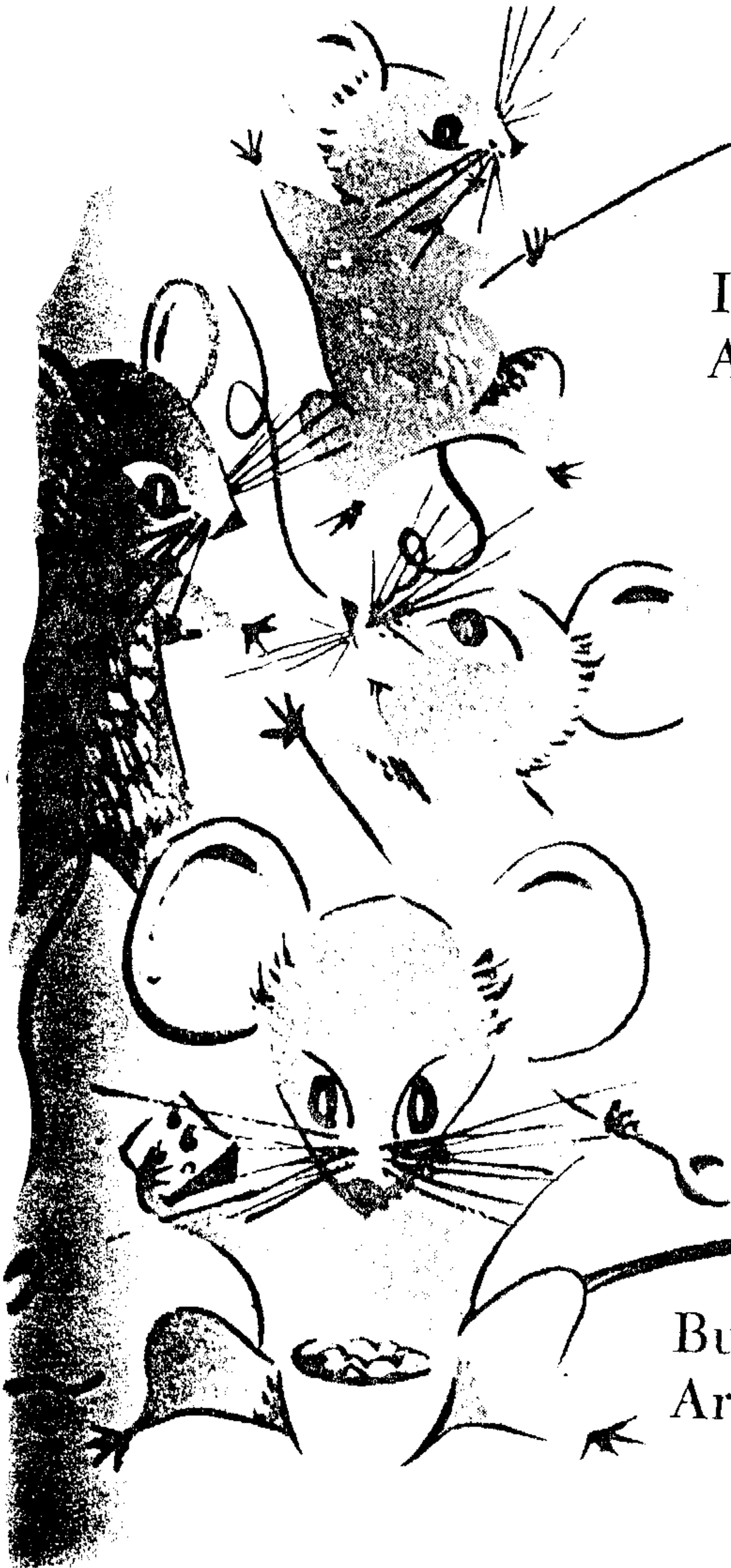
Level: 2
Term: 2
Week: 5
Day: 3

Poem Page

# Mice

I think mice
Are rather nice.

Their tails are long,
Their faces small,
They haven't any
Chins at all.
Their ears are pink,
Their teeth are white,
They run about
The house at night.
They nibble things
They shouldn't touch
And no one seems
To like them much.

But *I* think mice
Are nice.

| Level: 2<br>Term: 2<br>Week: 5<br>Day: 3 | Worksheet | Reading |
|---|---|---|

Task I:

**Read the poem and complete the sentences.**

- Mice have long _______________.
- Mice have small _______________.
- Mice have sharp _______________.
- Mice can run very _______________.
- Mice have no _______________.
- Mice have pink _______________.
- Mice have white _______________.

| Level: 2<br>Term: 2<br>Week: 5<br>Day: 4 | **Lesson Plan** | **Writing** |
|---|---|---|

1. **Objectives:** To enable the learners to:
   - grasp vocabulary of parts of a bicycle
   - write simple sentences about the parts of bicycle
2. **Function:** Describing an object
3. **Activity:** labelling the parts of a bicycle
4. **Material:** Worksheet (**My Bicycle and its parts**)

5. **Procedure:**

a. **Pre- writing**

Ask the following from yours students.

- Do you like bicycle?
- Do you know the name of some parts of the bicycle?

b. **Worksheet**

- Tell them that they will find the names of different parts of the bicycle in the boxes.
- Read those names aloud and ask your learners to read aloud as well.

c. **Labelling (pair work)**

Ask them to put the correct names of the parts in their boxes. They should discuss with their partner before writing.

d. **Writing**

Ask them to write simple sentences about their bicycle, as many as they can in your class work copies

e.g. **I have a ________**
**It has one ________**
**It has two ________**

**Peer checking and feed back follows each task.**

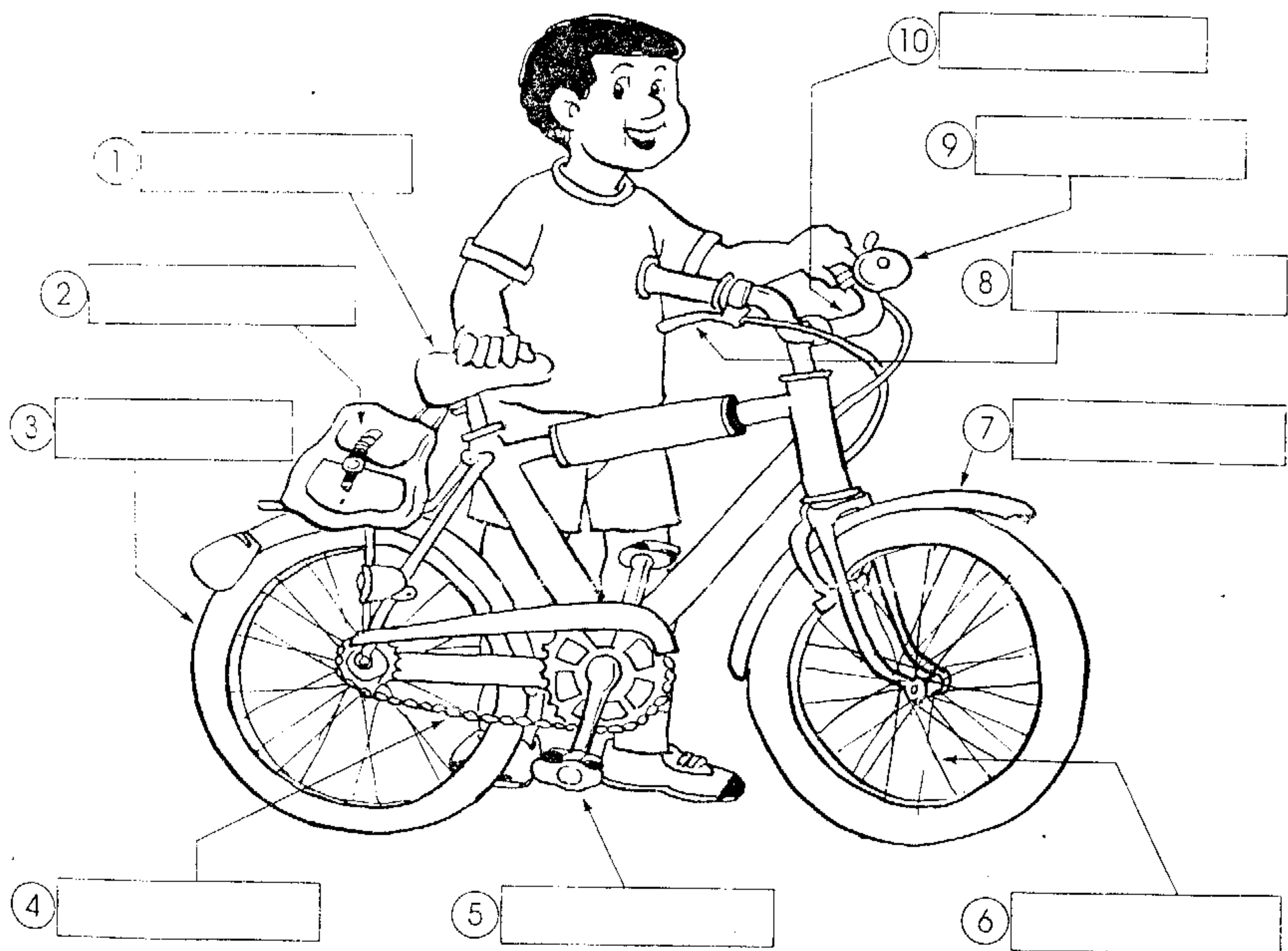
6. **Follow Up:** Repeat task -D

| Level: 2<br>Term: 2<br>Week: 5<br>Day: 4 | Worksheet | Writing |
|---|---|---|

## My Bicycle and its parts

Task 1: Can you name the different parts of your bicycle? Put the correct names of the parts in the boxes.

| Handle Bars, | Wheel, | Spike, | Seat, | Breaks, |
|---|---|---|---|---|
| Chain, | Seat Bag, | Belt, | Pedal, | Mud Guard, |

| Level: 2<br>Term: 2<br>Week: 5<br>Day: 6 | Assessment |
|---|---|

**Task I:** Write ✓ at the correct answer. (2)

1. Whose book is this?

Azim / book
. It is his.
. It is hers.

2. Whose toy is this?

Nadia / toy
. It is his.
. It is hers.

3 . Whose bags are these?

Student's bags
. These are ours
. These are theirs

3.Whose cat is this?

My cat
. It is yours
. It is mine

**Task II:** Write the names of parts of yours bicycle. (any four) (2)

1. ________________
2. ________________
3. ________________
4. ________________

Contd. ----

**Task III:** **Write about four works which you did last week.** (2)

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

**Task IV:** **Read the text and write the answers.**

***Kiran and Nasir are going to school. They meet their friends Raza, Usman and Rehana at the road. On the way they saw cars, buses and tonga. They cross road carefully. It takes fifteen minutes to get to school***

1. **What are children doing?**

   ______________________________

2. **How many children are going to school? Write their names.**

   ______________________________

3. **What do they see at the road?**

   ______________________________

4. **How long does it take to get to school?**

   ______________________________

# Lesson Plan
(English)

**Level: 2**

**Term: 2**

**Week: 6**

| Communication | Reading | Writing | Assessment |
|---|---|---|---|
| ▪ Song of sounds of **P – S. T** (Q R)<br>▪ Expressing their like and dislike about activities. | ▪ Text "**People at work**".<br>▪ Noun webs, reading aloud. | ▪ Writing about jobs and profession. | × |

| Level: 2<br>Term: 2<br>Week: 6<br>Day: 1 | **Lesson Plan** | **Communication** |
|---|---|---|

**1. Objectives:** To enable the learners to:
- recognize the correct sound of letters form **Q.R.S.T**
- enjoy the rhythm of language.

**2. Function:** pronouncing the sounds of letters

**3. Activity:** listening and singing of the sound alphabets from the cassette

**4. Material:** Cassette player, cassette "Fun to learn with Fairy Tales"

## 5. Procedure:

## I. Phonic Song -- (20 Mins.)

**a. Pre-Listening**

-Tell your students that they are going to listen a song of alphabet sounds of the letter **Q.R.S.T**

- Ask them to listen attentively and get ready for singing along with the cassette.

**b. Listening and Singing**

- Play the cassette from **Q.R.S.T** and the class listens silently.
- Play again and ask them to sing along with the cassette.
- Don't forget to sing along with your learners.
- Keep on repeating the cassette till your students get practice in singing themselves.

**c. Further Practice**

- After giving enough practice, ask them to sing without listening the cassette.
- Let them sing and enjoy the song as much they require

d. Now you can play the cassette again from the beginning, the letter A sound to today's letter sound. **P – S.** Ask them to sing the song along with the cassette for revision.

## II. Fun Activity -- (15 Mins.)

**Free Writing _________ (5. Mins.)**

| Level: 2<br>Term: 2<br>Week: 6<br>Day: 1 | Worksheet | Communication |
|---|---|---|

# • Watermelon Word Game

Can you find at least eight 2-, 3-, 4-, and 5-letter words in the word WATERMELON? We've provided one of each to get you started.

| TWO LETTERS | THREE LETTERS | FOUR LETTERS | FIVE LETTERS |
|---|---|---|---|
| AT | ATE | WEAR | WATER |
| ______ | ______ | ______ | ______ |
| ______ | ______ | ______ | ______ |
| ______ | ______ | ______ | ______ |
| ______ | ______ | ______ | ______ |
| ______ | ______ | ______ | ______ |
| ______ | ______ | ______ | ______ |
| ______ | ______ | ______ | ______ |
| ______ | ______ | ______ | ______ |

| Level: 2<br>Term: 2<br>Week: 6<br>Day: 2 | **Lesson Plan** | **Communication** |
|---|---|---|

1. **Objectives:** The learner will be able to:
   - express their pleasure and displeasure about activities
2. **Function:** Expressing their likes and dislikes about activities
3. **Activity:** Grid filling and survey
4. **Material:** Worksheet (**Activities**)

## 5. Procedure:

a. Talk about some of the activities, give some examples and illicit more examples form the studetns. Write a few on the board.
(swimming, drawing with a pencil, reading story books)

b. **Work sheet**

**Task 1:** Ask them to put √ for those they like and put X for those they do not like

**Task 2: Group Work**
Ask them to sit in a group of four members. They will ask each other about their liking or disliking and write the names of their members against each activity in the boxes.

e.g. **Playing hide and seek------------- Riaz, Salma**

- During the group work they will ask each other and say the dialogue, written on the board and instruct them to use the same line in the activity.

**Do you like swimming ?**

**Yes I do. / No I don't.**

c. **Feedback**
Each group reports back to class about its group members, saying like this:

e.g. **Nasim, Uzma like swimming.**
**Karim , Salma and Riaz do not like vegetables.**

| | | |
|---|---|---|
| Level: 2<br>Term: 2<br>Week: 6<br>Day: 2 | Work Sheet | Communication |

Task I: look at the activities and put ✓ for those you like and × do not like.

Task II: Ask for your group members and write their names in the third box

| No. | Activities | ✓ | × | |
|---|---|---|---|---|
| 1 | playing hide and seek. | | | |
| 2 | watching cartoon films. | | | |
| 3 | playing ball throw. | | | |
| 4 | killing frogs. | | | |
| 5 | making cartoons. | | | |
| 6 | painting. | | | |
| 7 | swimming. | | | |
| 8 | drawing with colors. | | | |
| 9 | learning tables. | | | |
| 10 | buying toys. | | | |
| 11 | washing dishes. | | | |
| 12 | killing lizards. | | | |
| 13 | polishing your shoes. | | | |
| 14 | cycling. | | | |
| 15 | eating vegetables. | | | |

| Level: 2<br>Term: 2<br>Week: 6<br>Day: 3 | **Lesson Plan** | **Reading** |
|---|---|---|

1. **Objectives:** The learners will be able to:
   - read and understand the text
   - skim and scan
   - reinforce vocabulary
2. **Skills:** Reading Comprehension (Reading Silently)
3. **Topic:** "People at work"
4. **Material:** Text page **(People at work)**, worksheet

5. **Procedure:**

a. **Pre reading**
- Talk about general professions.

b. **Text Page**
- Ask them to look at the pictures and guess their professions.
- Ask them to look at the text and underline the names of the people.

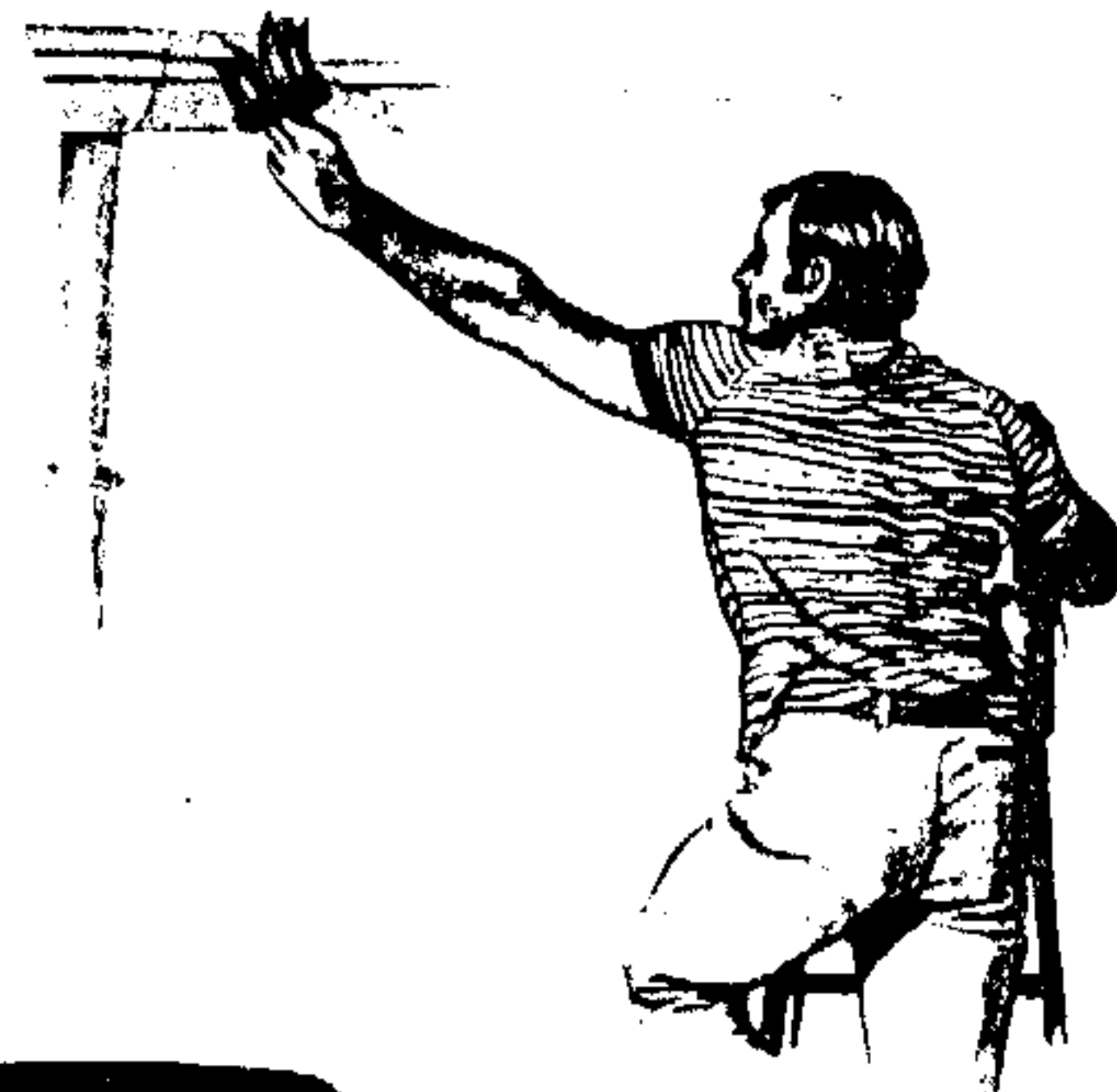
c. **Reading Comprehension** (worksheet)
- Distribute the worksheets
- Ask them to read and re-read the text for each task.

**Task 1**
**Task 2**
**Task 3**

**Peer checking and feedback follows each task.**

6. **Follow up:** "Repeat Task C"

**Free writing ____________ (5 Mins.)**

# People at work

Julie's father is a policeman.
He drives a police car.
Julie's mother is a typist.
She works in an office.
Kay's mother works in a shop.
Lyn's father is a painter.
George's father is a bus driver.
Andy's father is a doctor.

| | | |
|---|---|---|
| **Level: 2**<br>**Term: 2**<br>**Week: 6**<br>**Day: 3** | **Worksheet** | **Reading** |

**Task 1: Read the text and match the names of people with the work they do.**

| | | |
|---|---|---|
| **Kay's mother** | | **shopkeeper** |
| **Julia's father** | | **policeman** |
| **George's father** | **is a** | **bus driver** |
| **Julia's mother** | | **typist** |
| **Andy's father** | | **doctor** |
| **Lyn's father** | | **painter** |

**Task 2: Label the names of people at each picture on the text page.**
**e.g. Julia's father.**

**Task 3: Write a sentence for each answer.**

1. **What does Julie's father drive?**

   ______________________________________________

2. **Where does Julie's mother work?**

   ______________________________________________

3. **Who works in a shop?**

   ______________________________________________

4. **What does George's father drive?**

   ______________________________________________

5. **Who is a painter?**

   __________________________________

| Level: 2<br>Term: 2<br>Week: 6<br>Day: 4 | **Lesson Plan** | **Reading** |
|---|---|---|

**1. Objectives:** The learners will be able to:
a - read with fluency and correct pronunciation
b – develop vocabulary

**2. Skills:** a. – Reading Aloud
b. Reading and Writing

**3. Topic:** Previous lesson (people at work)

**4. Material:** Text page (**People at work**)

## 5. Procedure:

**a. Reading Aloud (20 Mins.)**

- Distribute the text pages of the previous lesson and ask them to read aloud.
- Follow the procedure as suggested

**b. Worksheet (Non webs) (20 Mins.)**

- Distribute the worksheet.
- Explain the task of each web.
- Illicit vocabulary of the each web from the students orally
- Ask them to do the task. They should discuss or ask from their partners before writing the words.
- Peer checking and feedback

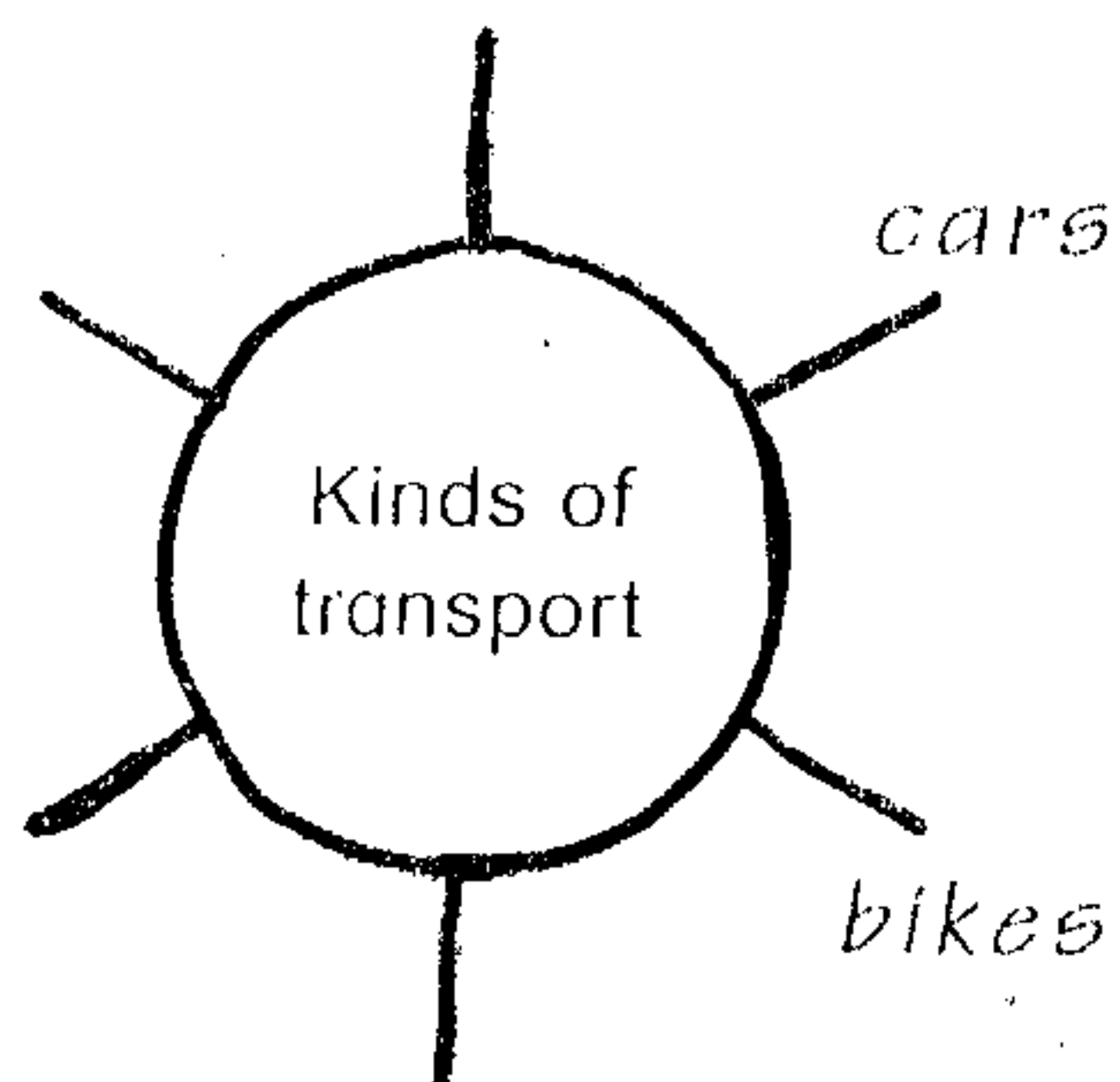
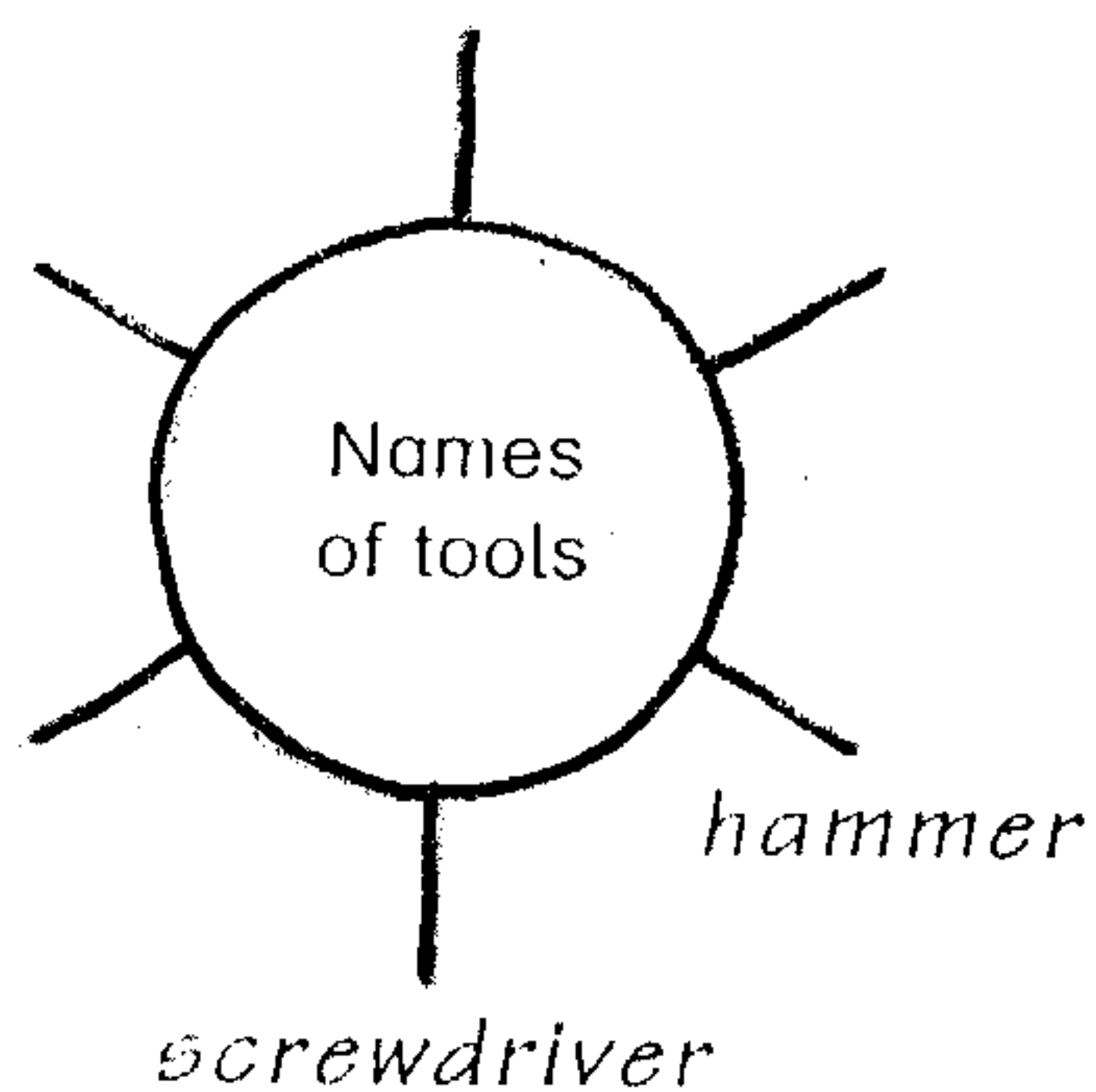
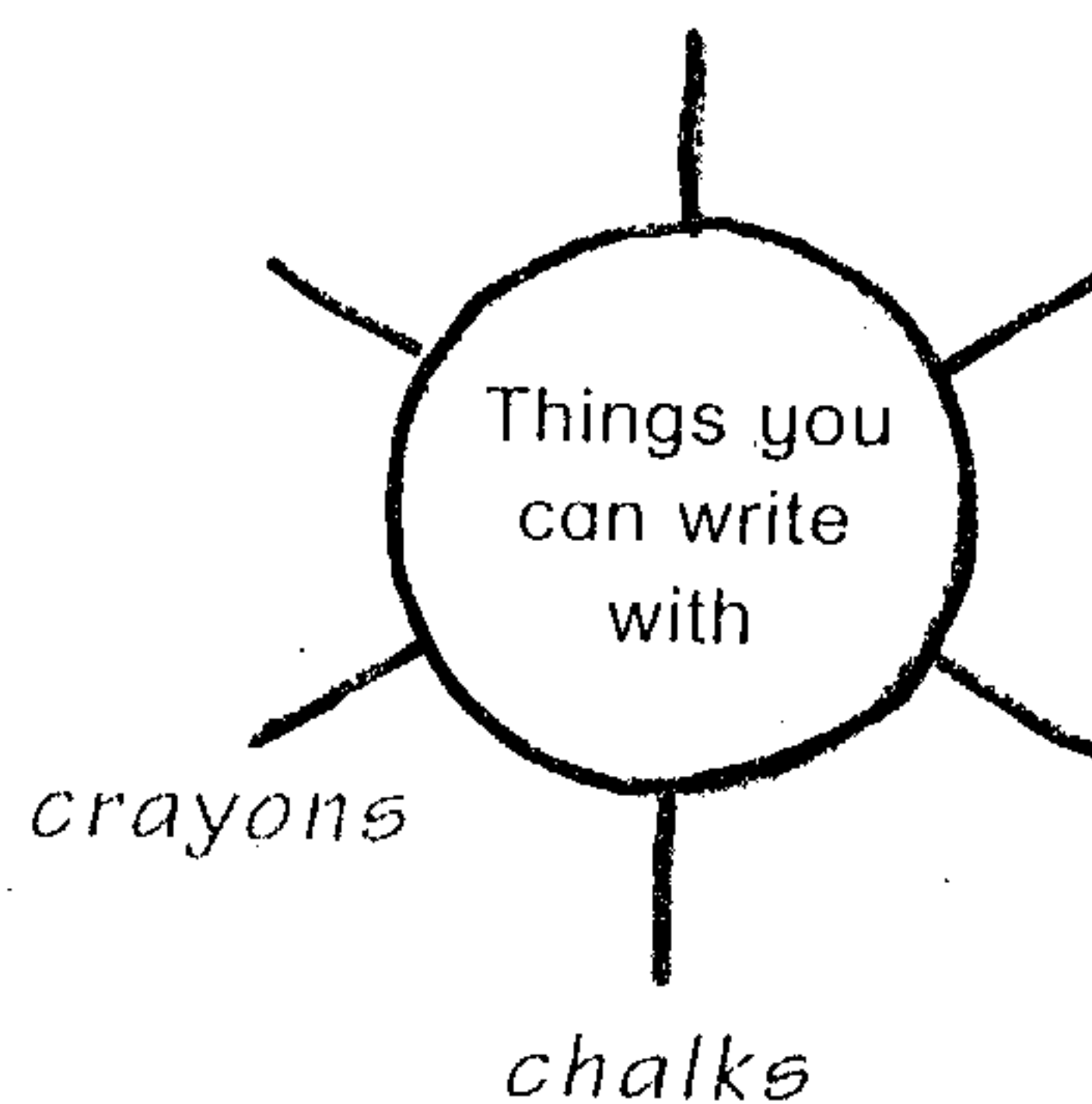
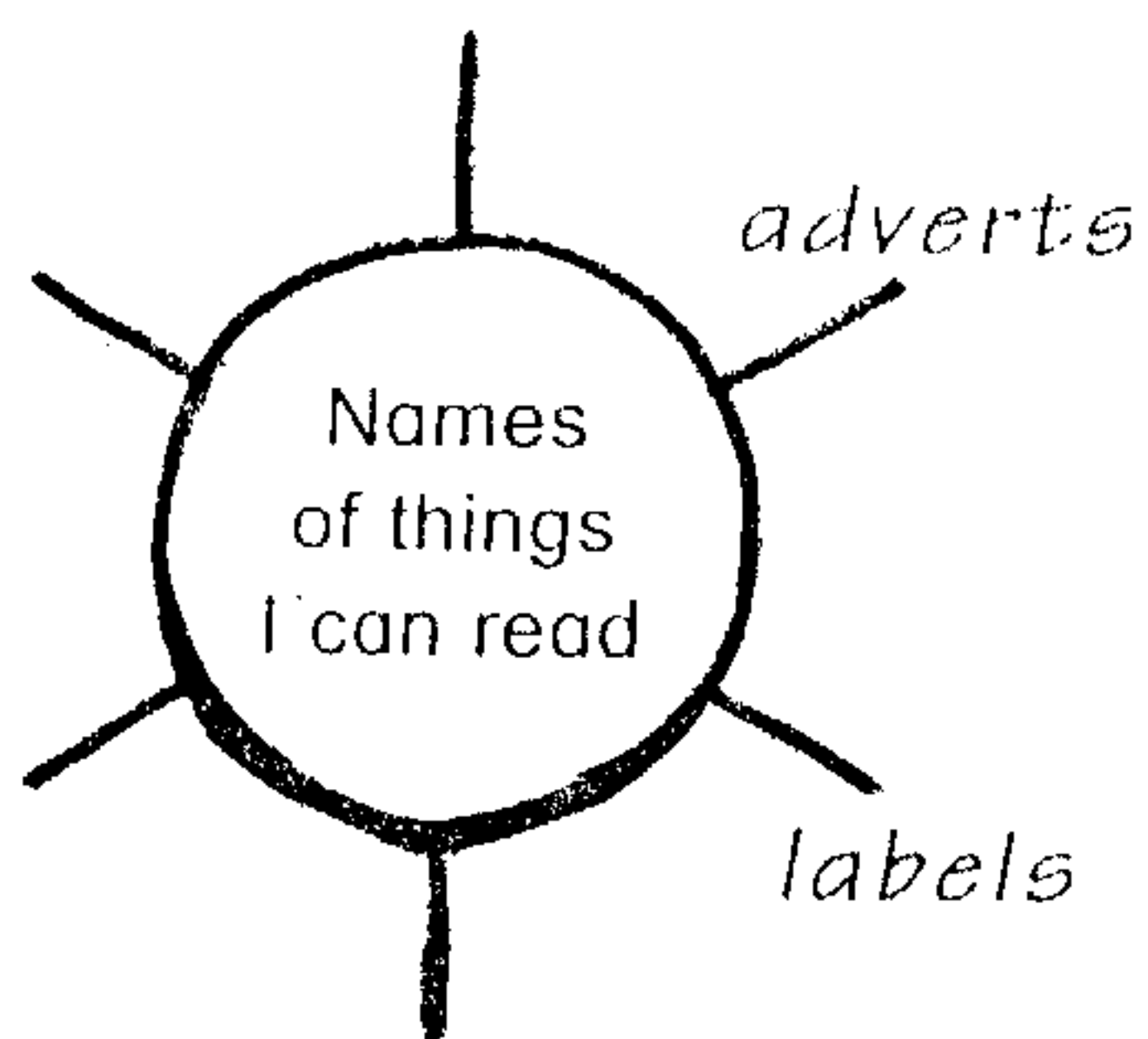
**6. Follow Up** "Student will write the names of tools and names of some transport"

| Level: 2<br>Term: 2<br>Week: 6<br>Day: 4 | **Worksheet**<br>(Noun Webs) | **Reading** |
|---|---|---|

*Complete these noun webs.*

1

2

4

| Level: 2<br>Term: 2<br>Week: 6<br>Day: 5 | Lesson Plan | Writing |
|---|---|---|

1. **Objectives:** To enable the learners to:
   - write about jobs and their definitions.
   - understand the concept of different jobs
2. **Function:** Talking about jobs and professions.
3. **Activity:** Labeling and matching
4. **Material:** Worksheet **(Jobs)**

---

5. **Procedure:**

a. **Pre-writing**
   - Talk about general jobs and professions
   - Write some names of professions on the board. Take simple jobs.

**Note:** ***Don't ask about their father's profession, just to avoid embarrassment.***

b. **Worksheet**

**Task I:** Write the correct noun from the box under each picture

**Task II:** **Draw a line to match each definition of the job.**

**Peer checking and feed back follow each task**

c. **Re-writing**

Ask them to copy complete sentences from the worksheet in their C/Work copies.

d. Write the following on the board and ask them to write about their jobs in complete sentences.

**Teacher** **teaches the students.**

**Doctor** ______________________.

**Farmer** ______________________.

**Carpenter** ______________________.

**Artist** ______________________.

6. **Follow up:** "Repeat C in your H/W copies."

---

| Level: 2<br>Term: 2<br>Week: 6<br>Day: 5 | **Worksheet**<br>(Jobs and Profession) | **Writing** |
|---|---|---|

**Task 1:**

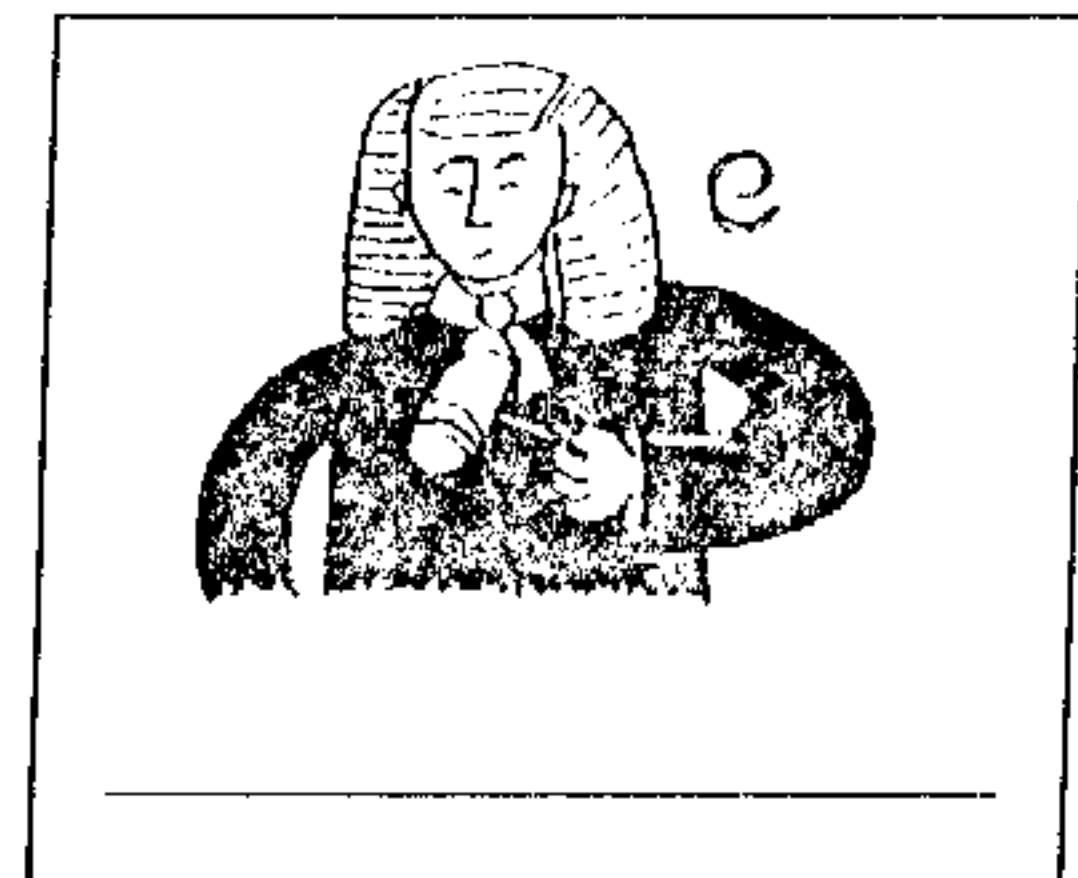
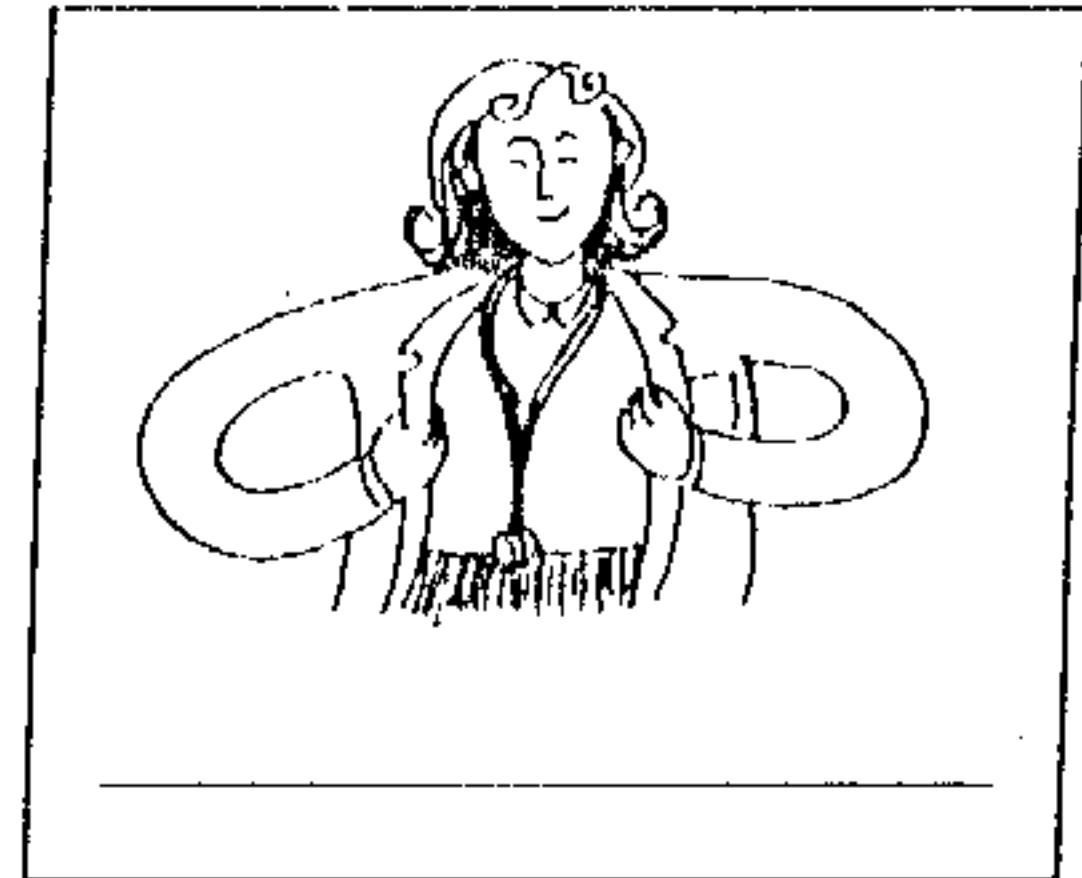
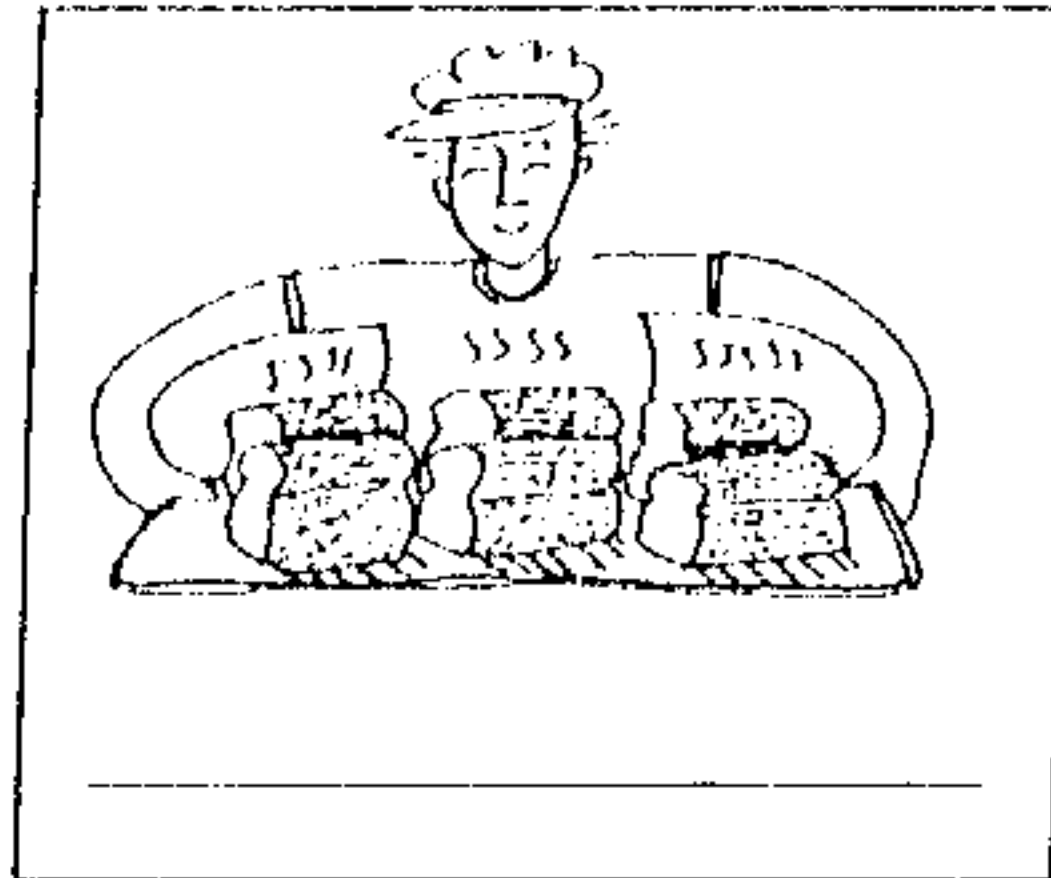
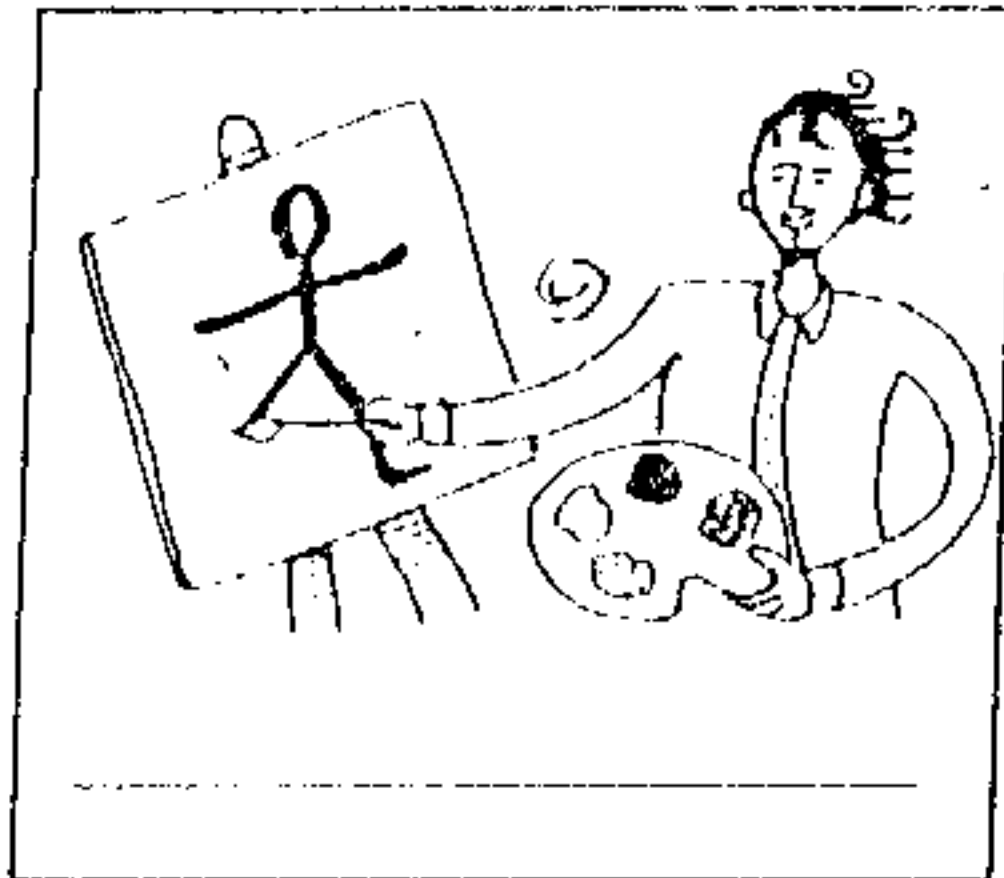
*Write the correct noun from the box under each picture.*

| dentist | doctor | artist | baker | judge | conductor |
|---|---|---|---|---|---|

______________ ______________ ______________

______________

______________

______________

**Task 2:**

*Draw a line to match each definition to the correct job.*

| | |
|---|---|
| hairdresser | fits and mends water-pipes |
| jockey | sells fruit and vegetables |
| plumber | cuts hair |
| referee | sells newspapers |
| greengrocer | rides horses in races |
| newsagent | sees that games are played fairly |

# Lesson plan

## (English)

**Level: 2**

**Term: 2**

**Week: 7**

| Communication | Reading | Writing | Assessment |
| --- | --- | --- | --- |
| ▪ Song of sound **U,V W**<br>▪ Listen and Predict | ▪ Text<br>"**The Little Snail**". | ▪ A letter to a neighbor .<br>**(Describing yours self)** | ✓ |

| Level: 2<br>Term: 2<br>Week: 7<br>Day: 1 | Lesson Plan | Communication |
|---|---|---|

1. **Objectives:** To enable the learners to:
- recognize the correct sound of letters from **U.V.W**
- enjoy the rhythm of language

2. **Function:** Pronouncing the sounds of letters
3. **Activity:** listening and singing the sound of alphabet from the cassette
4. **Material:** Cassette player, cassette "Fun to learn with Fairy Tales"

5. **Procedure:**

## I. Phonic Song -- (20 Mins.)

**a. Pre-Listening**

- Tell your students that they are going to listen a song of alphabet sounds of the letters **U.V.W**
- Ask them to listen attentively and get ready for singing along with the cassette .

**b. Listening and Singing**

- Play the cassette from **U.V.W** and the class listens silently.
  - Play again and ask them to sing along with the cassette.
  - Don't forget to sing along with your learners.
  - Keep on repeating the cassette till your students get practice in singing themselves.

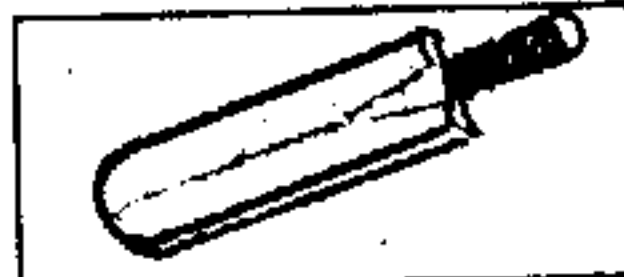
**c. Further Practice**

- After giving enough practice, ask them to sing without listening the cassette
- Let them sing and enjoy the song as much as they require.

**d.** Now you can play the cassette again from the beginning, the letter A sound to today's letter sound. **T – W.** Ask them to sing the song along with the cassette for revision.

## II. Fun Activity -- (15 Mins.)

**Free Writing ____________ (5 Mins.)**

| Level: 2<br>Term: 2<br>Week: 7<br>Day: 1 | Worksheet | Communication |
|---|---|---|

# CROSSWORD

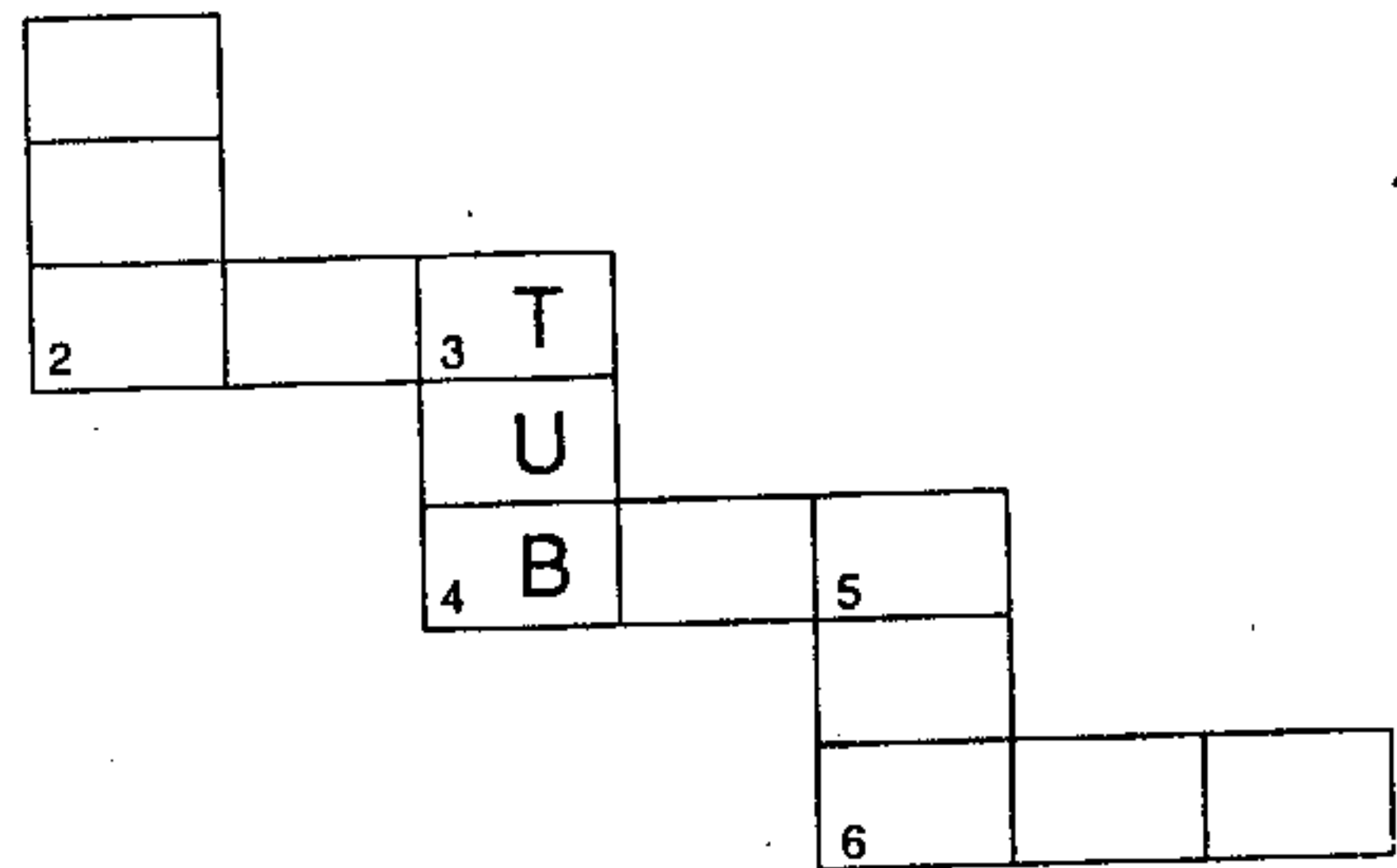
Look at the clues and fill in the blanks with capital letters.

Clues:

ACROSS

2. a (3 Letters)
4. a (3 Letters)
6. a (3 Letters)

Clues:

1. a (3 Letters)
3. a (3 Letters)
5. a (3 Letters)

| | | |
|---|---|---|
| **Level: 2**<br>**Term: 2**<br>**Week: 7**<br>**Day: 2** | **Lesson Plan** | **Communication** |

**1. Objectives:** The learners will be able to:
- Listen and understand the instruction
- Listen and predict about the situation

**2. Function:** Guessing and Predicting

**3. Activity:** Listening and guessing

**4. Material:** C/board, slips of paper, a picture of a birthday party

**5. Procedure:**

**a. Pre-Listening**

- Prepare yours learners for listening and explain to them that you will describe a scene and ask about the situation. Student will guess and answer.
- Put up a picture of a birthday cake at the board showing birthday party, just to highlight the activity.

**b. Listening**

Read the lines of the text properly. Ask them to listen with proper attention, think and then guess.

studetns will guess and give different responses. As soon as they say "He will buy a cake and candle" stop taking responses, repeat this answer. Write it on the board and appreciate for the response. After that you ask another question.

1. **It is Ali's birthday. He is going for shopping with his parents. What will he do?**
2. He has set the cake on the table. All the guest are standing around the table. He has set the candle on the cake and now what will he do?
3. He has cut his birthday cake what will he do now?
4. He has given the cake to all his friends. He himself has eaten the cake. What will he do now?
5. He has got a presents form his parents what will he do now?
6. He has opened his gift. What will he do now?
7. He has taken his gift and eaten his cake. What will he do now?

**c. Further Practice**

Ask them to tell in their own words how Ali celebrated his birthday

**e.g.** **Ali** bought a .......... then he ..........

| Level: 2<br>Term: 2<br>Week: 7<br>Day: 3 | Lesson Plan | Reading |
|---|---|---|

1. **Objectives:** The learners will be able to:
   - read and understand the events of the story
2. **Skill:** Reading comprehension (Reading saliently)
3. **Topic:** **'The Little Snail'**
4. **Material:** Text page (**The little Snail**), worksheet

**5. Procedure:**

**a. Pre- Reading**

Talk about the worm and insects. Ask them if they know about snails. Show them a picture of the snail in the text page.

**b. Text page and worksheet**

**Task I:** (Fast reading)

**Task II:** Tick the right sentences

**Task III:** choose the right answer

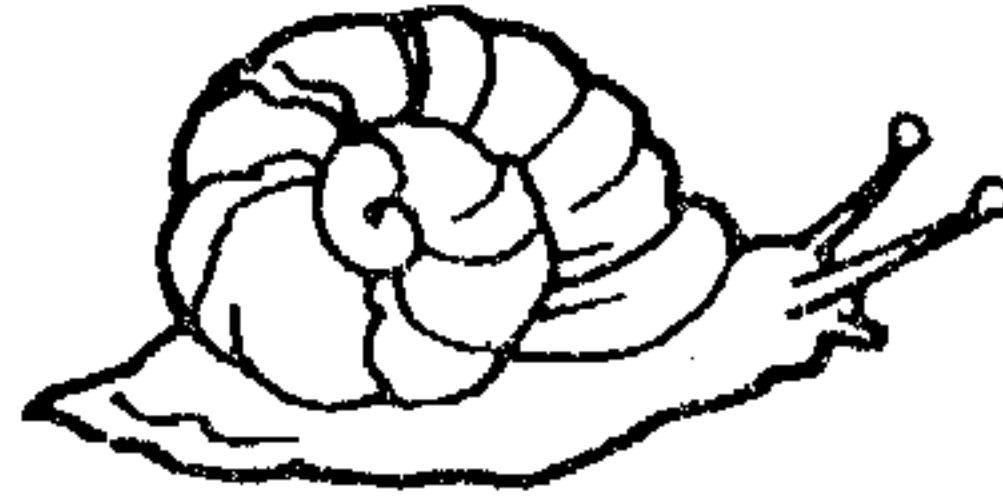
**c. Reading Aloud**

1. **Follow Up:** Write the following questions on the board and ask them to write the answer in their home work copies

   1. **What did Salim and Farooq see on the way?**
   2. **Who wanted to go to school?**
   3. **why do snail walks slowly?**

**Free Writing __________ (5 Mins.)**

| Level: 2<br>Term: 2<br>Week: 7<br>Day: 3 | Reading Text |
|---|---|

## THE LITTLE SNAIL

**Farooq and Saleem were going to school one day. They saw a little snail on the way.**

**"I want to go to school", said the snail.**

**Farooq picked him up on his hand. He took the snail into the class room.**

**The teacher said "Oh look! Farooq has a snail on his hand. Snails walks slowly. They carry their houses on their on their backs."**

| Level: 2<br>Term: 2<br>Week: 7<br>Day: 3 | **Worksheet**<br>( The Little Snail ) | **Reading** |
|---|---|---|

**Task 1: Who said, "I want to go to school ". Tick the write answer.**

- **Snail**
- **Farooq**

**Task 2: Tick for the right sentences.**

- **Farooq and Saleem were playing.**
- **The snail wanted to go to school.**
- **The teacher took the snail in to the classroom.**
- **Snail can not run fast.**
- **Snail is a small bird.**

**Task 3: Choose the right answer for the gap.**

**Snail walks slowly because ______________________**

- **Their feet are very small.**
- **They have heavy backs.**
- **They are small warms.**

| Level: 2<br>Term: 2<br>Week: 7<br>Day: 4 | **Lesson Plan** | **Writing** |
|---|---|---|

**1. Objectives:** To enable the learner to:
- learn the format of a letter
- to write a letter describe themselves for introduction

**2. Function:** Describing and Introducing

**3. Activity:** letter writing

**4. Material:** work sheet **(a letter to a Neighbour)**

## 5. Procedure:

**a.** Ask about yours neighbour and the new neighbours. Ask them how they introduce themselves and make friends. Tell them that some time they can write letters for introduction. Today they are going to learn how to write an introduction letter.

**b. Work sheet**

Explain the task No.1.
Ask them to read aloud the text about Adnan more then once

**c. Writing (Pair Work)**

**Task 1:** studetns will read the text silently and complete the letter, taking information form the text.

**Task 2:** Explain the task. They will write a reply letter to Adnan and write about themselves as Adnan has written about him

**d. Peer checking feed back Follows each task**

**6. Follow Up:** Copy Task no. 2

| Level: 2<br>Term: 2<br>Week: 7<br>Day: 4 | Worksheet<br>(A letter) | Writing |
|---|---|---|

**Task I: Read about Adnan and complete the letter**

This is Adnan. He is a new comer in street No.5. He is eight years old and he is a student at Agahi Primary School. He is class 3 and he is good in Maths. He likes playing Ludo and he can play football too.

> *September__, 200__.*
>
> *Dear Neighbour,*
>
> *I am your new neighbour. My name is _______. I am _______ years old and I am a student at _____ _____ ______.*
>
> *I am in class 3 and I am good in ______ . I like playing _____and I can _______ too.*
>
> *Please tell me about yours self. Thank you.*
>
> *Yours,*
>
> *Adnan*

**Task 2: Write a reply letter to Adnan and write about your self in the same way as Adnan has written to you.**

**Dear Adnan**

**I also live in** ____________________________________

________________________________________________

________________________________________________

________________________________________________

____________________

**Level: 2**
**Term: 2**
**Week: 7**
**Day: 6**

## Assessment

**Task I: Write two activities you like and two activities you do not like in complete sentences.** (2)

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

**Task II: Write a letter to your friend who is a new comer in your area. Tell him about your self. (Take help from the box)** (2)

| your name, | your class, |
|---|---|
| your school's name, | the game you like |

______

______

______________________________
______________________________
______________________________
______________________________
______________________________

______

**Task III: Tell about the works of these professions and complete the sentences.** (2)

1. **Fishermen** ______________________________
2. **Nurses** ______________________________
3. **Typists** ______________________________
4. **Painters** ______________________________

**Task IV: Read the following passage and write answer under each question.** (4)

*Raza is my friend. His father is police officer. He controls the policeman of the city. Raza's mother is a teacher and she teaches in our school.*

*I have another friend, Nazia. Her father is a shopkeeper and he sells vegetables. Her mother is a nurse and she works in a hospital.*

1. **What does Raza's father do?**

______________________________

2. **Where does Raza's mother work?**

______________________________

3. **Who sells vegetables?**

______________________________

4. **What does Nazia's mother do?**

______________________________

# Lesson Plan
(English)

**Level: 2**

**Term: 2**

**Week: 8**

| Communication | Reading | Writing | Assessment |
|---|---|---|---|
| ▪ Song of sounds from **X – Z**.<br>▪ Asking for money and saying 'Thank you'. | ▪ At the Zoo.<br>▪ Word puzzle **(Name the animal)** | ▪ Story Writing **"The Picnic"** | × |

| Level: 2<br>Term: 2<br>Week: 8<br>Day: 1 | **Lesson Plan** | **Communication** |
|---|---|---|

**1. Objectives:** To enable the learners to:
- recognize the correct sound of letters from **X** to **Z**
- enjoy the rhythm of language

**2. Function:** pronouncing the sounds of letters

**3. Activity:** listening and singing the sounds of alphabet from the cassette

**4. Material:** Cassette player, cassette "Fun to learn with Fairy Tales"

**5. Procedure:**

**I. Phonic Song -- (20 Mins.)**

a. **Pre-Listening**

- Tell your students that they are going to listen a song of alphabet sounds of letter **X-Z**.
- Ask them to listen attentively and get ready for singing along with the cassette.

b. **Listening and Singing**

- Play the cassette from **X** to **Z** and the class listens silently.
- Play again and ask them to sing along with the cassette.
- Don't forget to sing along with your learners.
- Keep on repeating the cassette till your students get practice in singing themselves.

c. **Further Practice**

- After giving enough practice, ask them to sing without listening the cassette.
- Let them sing and enjoy the song as much as they require.

d. Now you can play the cassette again from the beginning, the letter A sound to today's letter sound. **X – Z.** Ask them to sing the song along with the cassette for revision.

**II. Fun Activity -- (15 Mins.)**

**Free Writing --------- (5 Mins.)**

| Level: 2<br>Term: 2<br>Week: 8<br>Day: 1 | Worksheet | Communication |
|---|---|---|

# Shapes

**What did Trilly, the clock say? Fill in the puzzle and then read down the line with the arrow to see what she said.**

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. A shape for love! | | | | | | | | | | | |
| 2. A shape with four sharp points | | | | | | | | | | | |
| 3. A shape of a precious stone | | | | | | | | | | | |
| 4. A shape like an egg | | | | | | | | | | | |
| 5. An ice-cream comes in this | | | | | | | | | | | |
| 6. A shape with three sides | | | | | | | | | | | |
| 7. A shape like a ball | | | | | | | | | | | |
| 8. A shape like a book | | | | | | | | | | | |
| 9. A shape with five sides | | | | | | | | | | | |
| 10. A shape with four equal sides | | | | | | | | | | | |

I have a __________ shaped face!

| | | |
|---|---|---|
| **Level: 2**<br>**Term: 2**<br>**Week: 8**<br>**Day: 2** | **Lesson Plan** | **Communication** |

1. **Objectives:** The learner will be able to:
   - make request and ask for some thing
2. **Function:** Asking for something and making request.
3. **Activity:** Dialogue Practice
4. **Material:** Class Board

---

**5. Procedure:**

**a. Presentation**

- Write the following dialogues on the board.
- Give them a choral drill for each dialogue one by one. When you say the dialogue, be particular in intonation. Underline the words which have a rising tone in uttering a dialogue. Such as,

  Father, please, rupees, what, pencil, sharpener, here, thanks.

**Situation: Going to School**

| | |
|---|---|
| **Naima** | **Father, please give me ten rupees.** |
| **Father** | **What for dear?** |
| **Naima** | **I need to buy a pencil and a sharpener.** |
| **Father** | **Ok, here it is.** |
| **Naima** | **Thank you, Father.** |

**b. Dialogue Practice**

- Call one of the students who has some fluency in speaking.
- You say students' dialogue and let him/her say father's.
- Then call another one and say vice versa.
- Continue the practice with two or three different students.
- Call two students and ask them to exchange the dialogues.
- Repeat it with many pairs.

**c. Role Play**

- Introduce different situations and bring some changes in the dialogues.
- Put students in pairs and assign them the role of father and the son or a daughter. (Write one situation at a time on the board)

  Example.
  - **Going for shopping** ⟶ **50** Rupees / Gift for friends birthday.
  - **Going for picnic** ⟶ **50** Rupees / Sweets and chocolates.
  - **Celebrating birthday** ⟶ **100** Rupees / Balloons and caps.

**Note:** you can create some more new situations according to your learners level and interest and also availability of time.

| Level: 2 | |
|---|---|
| Term: 2 | Reading Text |
| Week: 8 | |
| Day: 3 | |

# At the zoo

During the holidays Sara and Paul
went to the zoo.

There were lots of animals to see.

First of all they saw some monkeys.

The monkeys were in a cage.

Then they went to the reptile house
where they saw some snakes.

In another part of the zoo they saw
a young giraffe with its mother.

| Level: 2<br>Term: 2<br>Week: 8<br>Day: 3 | **Lesson Plan** | **Reading** |
|---|---|---|

**1. Objectives:** The learners will be able to:

- skim and scan
- read the text with comprehension
- learn vocabulary item.

**2. Skills:** Reading Comprehension.

**3. Topic:** **"At the zoo"**

**4. Material:** Text page and Worksheet

## 5. Procedure:

### a. Pre-Reading

- Talk about the Zoo and animals.
- Explain the word **Reptile** by showing types of animals and give examples on the board.

**Some animals walk – lion, monkey**
**Some animals hop – rabbit, kangaroo**
**Some animals fly – birds**
**Some animals move on earth/creep – Snake (Reptile), worms.**

### b. Skim and scan (Fast reading)

- Distribute text pages and talk about the pictures
  a) Ask them to have a look on the text and underline the names of persons
  b) Underline the names of animals
- After taking feed back write the responses on the board.

### c. Reading Comprehension

**Task A:** Distribute the work sheet and ask them to read to text silently for the task
**Task B:** Repeat this line for each task B.
**Task C:** Explain the noises of animal. Do it orally first. Then ask them to do the task C.
Peer checking and feedback follows each task.

## 6. Followup:

Repeat Task C.

4

| Level: 2<br>Term: 2<br>Week: 8<br>Dav: 3 | Worksheet | Reading |
|---|---|---|

Task A: Read the text and tick the sentences that are true.

1. Sara and Paul went to a farm.
   Sara and Paul went to a zoo.

2. They saw no animals.
   They saw lots of animals.

3. There were no monkeys in the zoo.
   There were monkeys in the zoo.

4. The snakes were in the reptile house.
   The snakes were in the monkey house.

5. The children saw an old horse.
   The children saw a young Giraffe.

Task B: Write a sentence for each answer.

1. Did Sara and Paul go to the Zoo at the week end.

______________________________________________

2. Make a list of animals they saw at the Zoo.

______________________________________________

3. Which animal live n a cage? Monkey of Snake

______________________________________________

4. What animal live in a reptile house?

______________________________________________

5. Where did giraffe live in the Zoo?

______________________________________________

Task C

**Here are the names of some animals and the noises they make. Write them out, putting the right parts together.**

| | | |
|---|---|---|
| 1. Monkeys | hiss | - Monkeys chatter. |
| 2. Snakes | bark | - Snake ______. |
| 3. Cats | roar | - Cat ______. |
| 4. Dogs | chatter | - Dogs _______. |
| 5. Lions | bray | - Lions ________. |
| 6. Donkeys | purr | - Donkeys ________. |
| 7. Horses | cluck | - Horses _________. |
| 8. Hens | quack | - Hens cluck ________. |
| 9. Ducks | squeak | - Ducks _______ |
| 10. Mice | neigh | - Mice ______ |

| Level: 2<br>Term: 2<br>Week: 8<br>Day: 4 | **Lesson Plan** | **Reading** |
| --- | --- | --- |

**1. Objectives:** The learner will be able to:

a. read with fluency and speed
- read with correct pronunciation

b. develop vocabulary

**2. Skills:** Reading Aloud

**3. Topic:** a. "At the zoo" b. "Word Puzzle"

**4. Material:** Text page **(At the Zoo),** worksheet, worksheet **(Name the animals)**

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**5. Procedure:**

**a. Reading Aloud** **(20 Mins.)**

- Distribute the text page of the previous lesson (At the Zoo).
- Follow the in instruction

**b. Word Puzzle (Name of the animals)** **(20. Mins)**

- Explain to them how to work with across and down boxes. Draw it one the board for example.
- Explain the clues and do number one to help them understand

**c. Study Skill**

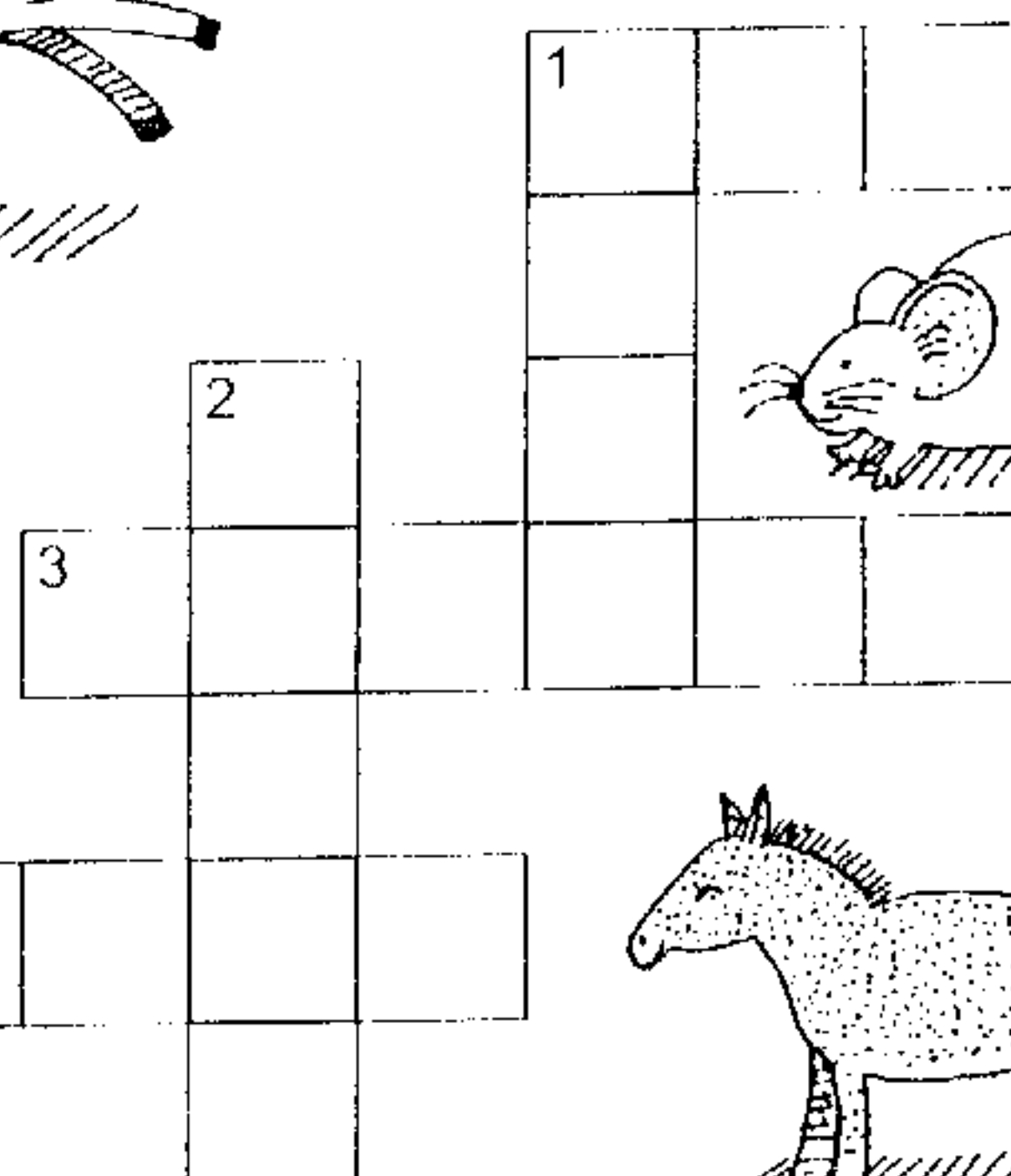
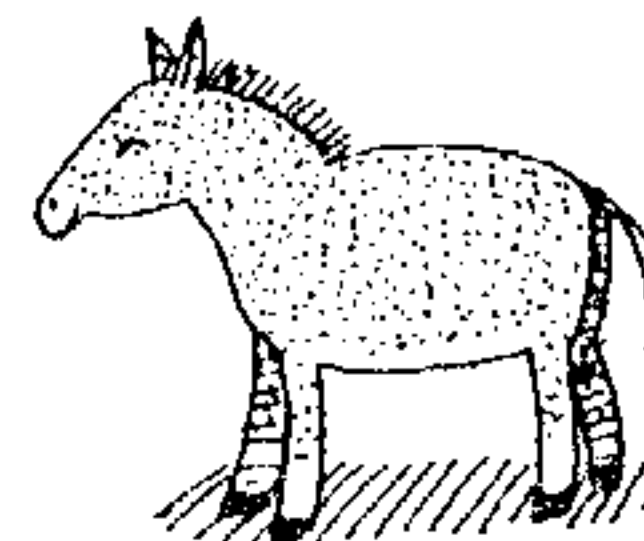
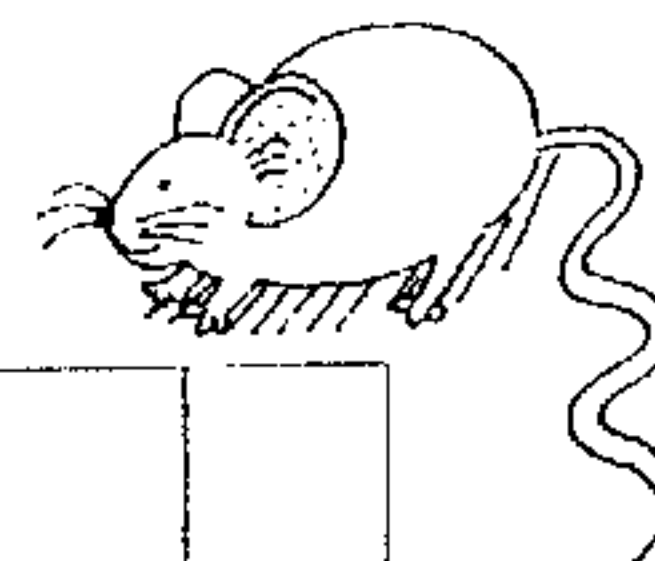
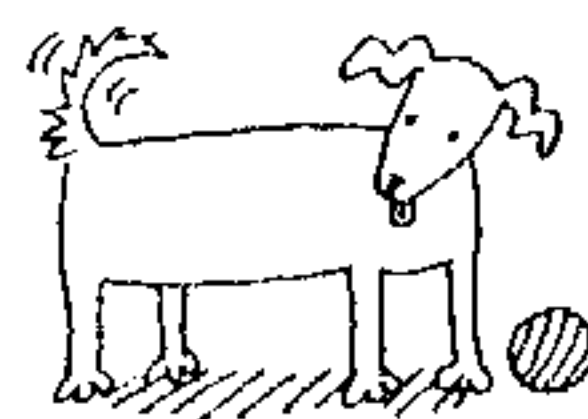
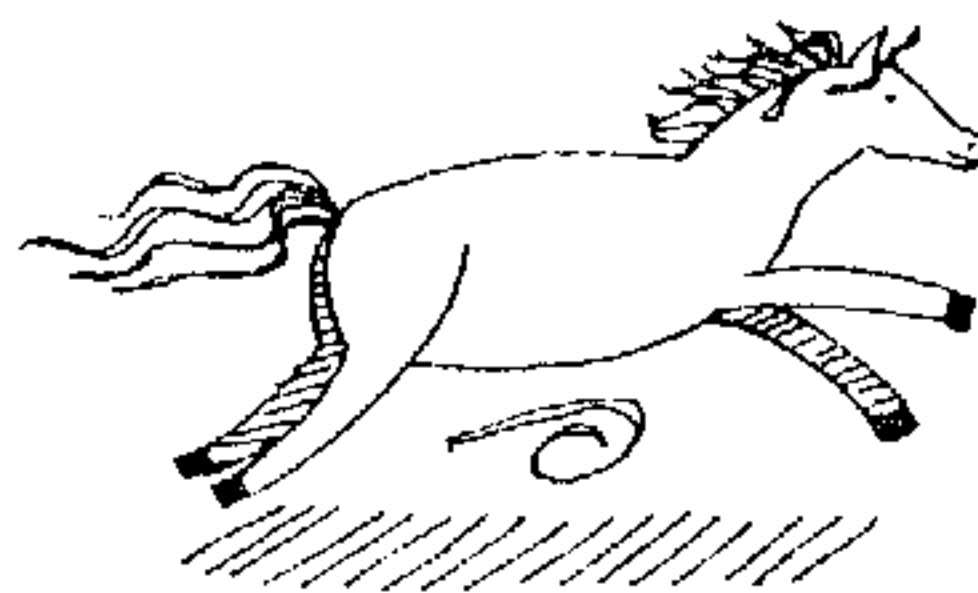
When they finish the word puzzle, ask them to copy the names of animals in alphabetical order on the worksheet.

**Free Writing -------------- (5 Mins.)**

Level: 2
Term: 2
Week: 8
Day: 4

**Worksheet**
(word Puzzle)

**Reading**

## Name the animal

| Level: 2<br>Term: 2<br>Week: 8<br>Day: 5 | **Lesson Plan** | **Writing** |
|---|---|---|

**1. Objectives:** The learners will be able to:
- read and understand the cues
- develop a story from the jumbled sentences

**2. Function:** Describing past events

**3. Activity:** Guided composition

**4. Material:** Worksheet,

## 5. Procedure:

**a. Warm Up**

Prepare the class for writing. Talk about picnic and ask questions on their personal experiences.

**b. Pre- Writing**

- Distribute worksheets
- Discuses about each picture one by one.
- Write responses of the students about the pictures on the board.
- Don't write in sentences. Just write the cues.

**c. Writing (Pair Work)**

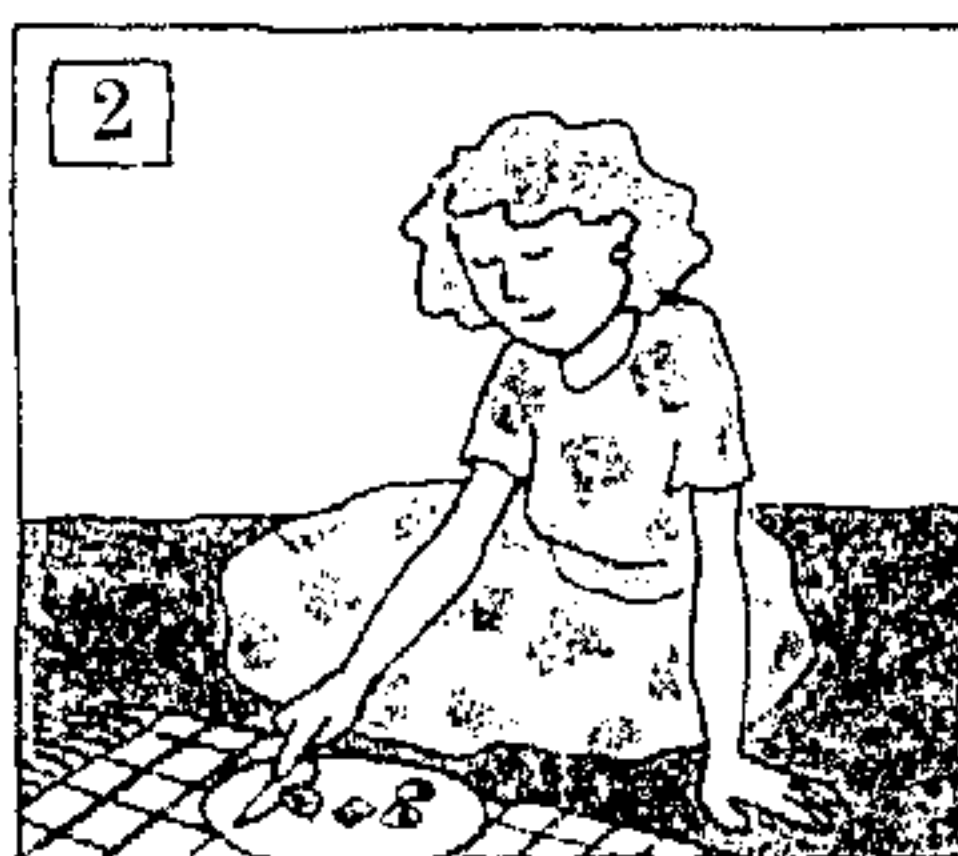
- Explain the Task-1 properly. Help them to give you the sentence orally. Then ask them to write the sentence in the right order.
- Peer checking for editing
- Feedback (orally)

**d. Re- Writing**

- Ask them to rewrite the sentences, but in the form of a paragraph – ( not one sentence on a line)

**6. Follow Up:** Repeat step D

| Level: 2<br>Term: 2<br>Week: 8<br>Day: 5 | **Worksheet**<br>**The Picnic** | **Writing** |
|---|---|---|

1 went on a picnic

2 cut the meat

3 lit a fire

4 cooked the kebab

5 ate the kebab

6 drank some coffee

Now write about the picnic. Put the sentences in the right order.

| | | | |
|---|---|---|---|
| Last Sunday<br>First<br>Then<br>After that<br>Finally | the family<br>they<br>father<br>mother<br>the boy | lit<br>cut<br>ate<br>drank<br>went<br>cooked | the meat.<br>a fire.<br>some coffee.<br>the kebab.<br>a kebab.<br>on a picnic. |

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